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ABSTRACT

The fifth annual report on Florida's progress toward excellence in education within its state university system describes the status of the system according to 20 indicators of quality. They include the following seven national measures of efforts toward reaching the upper quartile of state university systems: (1) average full-time faculty salaries, (2) number of national merit scholarship winners enrolled as first-time-in-college students, (3) state financial aid per student, (4) appropriations per headcount student, (5) number of full-time scientists and engineers employed at public universities, (6) research library rank, and (7) number of Phi Beta Kappa chapters. State ranking improved on three of the seven measures. Thirteen additional in-state measures adopted and not involving across-state comparisons include: pass rates on the College Level Academic Skills Test; findings of follow-up studies of State University System graduates; licensure examination results of graduates; mean Graduate Record Examination scores of entering graduate students; percent of full-time faculty by highest earned degree; admission test (Scholastic Aptitude Test and American College Test) scores of students enrolling for the first time; number of endowed chairs; specialized or programmatic accreditation; student full-time equivalent (FTE)/Faculty FTE Ratio; progress toward the faculty and administrator goals of the state plan for equal access and equal opportunity; progress toward the student goals of the state plan for equal access and equal opportunity; contract and grant dollars per faculty member; and national rank of program, school, or college. (SM)

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Florida's Progress Toward Excellence in Education in the State University System

1986-87 Academic Year

A Report to the State Board of Education

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STATE UNIVERSITY SYSTEM OF FLORIDA
107 W. Gaines Street, Tallahassee, Florida 32399-1950

December 11, 1987

M E M O R A N D U M

TO: Members, State Board of Education

FROM: Charles B. Reed

SUBJECT: 1987 Report on Indicators of Florida's Progress Toward Excellence in Education

Submitted with this memorandum is the fifth annual report of "Florida's Progress Toward Excellence in Education in the State University System." In response to the State Board of Education's (SBE) goal that on a statewide average, educational achievement in Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment, the Florida Board of Regents (BOR) five years ago directed its staff to identify appropriate "indicators of quality" for the university system.

When we started this effort, two basic problems were encountered with the identification of national data bases which would allow meaningful comparisons between state higher education systems. The first major problem was simply the scarcity of national information, which is updated on a regular schedule and which includes all public universities. One can usually find a national study on almost any measure of quality. However, such studies are generally unique research efforts which are not periodically updated and thus cannot be used to measure progress over a specific period of time.

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The second major problem encountered with national data bases resulted from the differing state higher education organizational patterns and the lack of common definitions among the states. The definition of a full-time-equivalent student or FTE, one of the commonly used budgeting terms across the states, varied from state to state and, in some cases, even within the same state. Occasionally, an effort has been made within a national data base to rearrange information submitted from the individual states to fit a common or national definition. Although this approach improved the comparability of information from different states, higher education personnel within the states would often be unable to recognize the information they had originally submitted to the national data base. The dissimilarity in higher education organizational patterns from state to state also makes comparability difficult to achieve. For example, in Florida the primary entry point into postsecondary education is the community college. As a result, Florida's university system is primarily an upper division and graduate system while most other state university systems admit a significantly greater proportion of their enrollment at the lower division. This makes it difficult to compare Florida's enrollment and funding levels with those of other states. Another difficulty results because Florida's universities operate year-round with all students being required to enroll full-time at least one summer term, while most other state systems concentrate their resources during the regular nine-month academic year with only limited summer sessions. This makes comparisons of funding levels difficult since funds in the Florida system must cover twelve months of operation while funds in most other states have to cover only nine months.

Despite these problems, however, the Florida Board of Regents was able to identify seven national measures which could be used to rank state university systems, to identify the "upper quartile" of state systems, and to evaluate Florida's efforts to move its university system into that upper quartile. National data bases of information on each of these measures exist and are updated periodically. These seven "upper quartile" measures and the current performance of the State University System of Florida on each are as follows:

1. Average Full-Time Faculty Salaries: Florida's State University System has shown steady progress in the improvement of faculty salaries. With an overall average faculty salary of $26,600, Florida ranked 22nd among the 50 states in 1981-82. By 1984-85, with an average faculty salary of $32,500, Florida's rank had been improved to 14th. Faculty salaries were increased again in 1985-86 to $34,523. Florida's rank remained at 14th. However, for 1986-87, the faculty salaries average went up to $36,599, but Florida's rank on this indicator dropped to sixteenth. After moving toward the upper quartile for four years, Florida began to drop away from it in 1986-87.

2. Number of National Merit Scholarship Winners enrolled as First-Time-in-College Students: On this measure, the State University System is already in the upper quartile. Our major effort here is to attract more of these high ability students and stay in the upper quartile at the same time other states are increasing their efforts to recruit these same "super students." In 1981-82, Florida's State Universities enrolled 132 new freshmen National Merit Scholars thereby ranking Florida fifth among the states. Our universities were able to increase the number of new National Merit Scholars to 174 during 1982-83, making us second only to Texas among the states. However, other states have significantly increased the scholarship funds which they make available to these students while our schools still depend on their own resources to raise most scholarship monies. The basic source of our institutional funding for National Merit Scholarships is the universities' share of the profits from vending machines on their campuses. Since vending sales are stable, we have not been able to keep up with the increased efforts of states such as Texas, Michigan, California, Georgia and Ohio. By 1983-84, our schools dropped back to fourth place. In 1984-85 we were still in fourth place enrolling 140 new National Merit Scholars. In 1985-86, we enrolled only 112 Scholars and dropped to sixth place.

3. State Financial Aid Per Student: On this measure, Florida is not in the upper quartile, and is actually moving away from this goal. In 1981-82, Florida provided, on the average, $33.67 per enrolled student for financial aid. At that time, we ranked fifteenth

among the states. This figure decreased to $31.74 per student in 1982-83, to $30.67 per student in 1983-84, to $29.52 in 1984-85, and increased to $30.58 in 1985-86, giving Florida a rank of twenty-two among the states. This is obviously a problem area the state needs to address.

4. Appropriations Per Headcount Student: This is another measure in which we are currently in the upper quartile, but in which our rank has dropped over the past several years. In 1981-82, with a state appropriation to the State University System equal to $3,905 per student, Florida ranked ninth among the states. Although this figure had increased to $4,196 per student by 1983-84, our national rank dropped to twelfth since other states increased their support to the universities at a faster rate than Florida. By 1984-85, Florida ranked eleventh with $4,444 appropriated per student. Appropriations were $4,848 in 1985-86 and Florida's rank rose to tenth place.

5. Number of Full-Time Scientists and Engineers Employed at Public Universities: Florida is already in the upper quartile on this measure. In 1981-82, Florida ranked ninth among states on this measure. By 1984-85, Florida's rank had improved to eighth, with 4,345 scientists and engineers employed full-time at our doctorate-granting institutions. More recent figures are not available to bring us up to date on this indicator. Florida should be able to maintain this rank with the increase in scientific and engineering research funding the universities are attracting from federal agencies and private enterprise.

6. Research Library Rank: On this measure, Florida is not in the upper quartile of states. Our ranking dropped further away from the upper quartile during each of the three years from 1981-82 through 1983-84. In 1981-82, Florida ranked sixteenth out of the 36 states with public university research libraries. Florida's rank had dropped to seventeenth by 1983-84. In the 1984-85 rankings, new criteria for ranking libraries were used and Florida's rank increased to sixteenth again. In 1985-86, Florida was ranked fourteenth of 36 states ranked. Florida's support of its university research libraries must improve if we expect to move Florida into the upper quartile on this quality indicator.

7. Number of Phi Beta Kappa Chapters: This is a long term measure of the quality of undergraduate education programs. New chapter memberships are awarded every three years. New ones established in 1985 reduced Florida's rank on this measure. Florida, along with ten other states, has two chapters. In 1982-85, only California (10), New York (9), Ohio (6), Virginia (4), and Michigan (3) had more than two chapters at public institutions. Additional chapters approved for institutions in New Jersey and Pennsylvania for 1985-88 gave those states three chapters and moved them ahead of Florida in the ranking.

In addition to these seven national "upper quartile" measures, the Board of Regents adopted other measures by which the quality of Florida universities and their students are to be measured. These latter measures, referred to as "foundational measures," are in-state measures not involving across-state comparisons. The information for these in-state measures is obtained for each university from the State University System management information process. These "foundational measures" are as follows:

1. Pass Rates on College Level Academic Skills Test (CLAST)
2. Findings of Follow-up Studies (Placement and Performance) of State University Graduates
3. Licensure Examination Results of Graduates
4. GRE Scores of Entering Graduate Students
5. Percent of Full-Time Faculty by Highest Earned Degree
6. Admission Test (SAT & ACT) Scores of Students Enrolling for the First Time
7. Number of Endowed Chairs
8. Specialized or Programmatic Accreditation
9. Student FTE/Faculty FTE Ratio
10. Progress Toward the Faculty and Administrator Goals of the State Plan for Equal Access and Equal Opportunity
11. Progress toward the Student Goals of the State Plan for Equal Access and Equal Opportunity
12. Contract and Grant Dollars Per Faculty Member
13. National Rank of Program, School, or College

The seven national measures largely represent the long-range level of funding available to a state university system. The thirteen "foundation measures" are, in many ways, more immediate measures of the quality of individual universities. As such, they are more useful to university administrators in examining the results of their efforts to improve the quality of their individual institutions.

The Florida Board of Regents is serious about its efforts to improve the quality of the State University System and to move Florida's public universities into the top quartile of states on appropriate indices of performance. However, it will require not only the concentrated and continuing effort on the part of the Board of Regents and of faculty and staff at each university, but also expanded support, both public and private, to attain these standards of nationally recognized excellence. I am submitting this fifth annual report of the results of our efforts to date for the consideration of the State Board of Education.

CBR/ctm

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FLORIDA'S PROGRESS TOWARD EXCELLENCE IN EDUCATION
IN THE STATE UNIVERSITY SYSTEM
1985-86

EXECUTIVE SUMMARY OF A REPORT TO THE
STATE BOARD OF EDUCATION
DECEMBER 1987

National Upper Quartile Measures of the State University System (In order for Florida to rank in the National Upper Quartile of States on a given measure, Florida must rank twelfth or better among the states.)

- In average full-time faculty salaries, Florida's rank dropped from fourteenth to sixteenth among the states. For professors, Florida ranks sixteenth; for associate professors, Florida ranks seventeenth; for assistant professors, Florida ranks twelfth; and for instructors, Florida ranks twenty-first.

- In number of National Merit Scholarship winners enrolled as first-time-in-college students, Florida's rank dropped from fourth to sixth among the states.

- In the amount of state financial aid per student, Florida's rank dropped from eighteenth to twenty-second among the states.

- In appropriations per headcount student, Florida's rank increased from eleventh to tenth among the states.

- In the number of full-time scientists and engineers employed in public universities, Florida's rank improved from ninth to eighth among the states.

- In research library holdings, Florida's rank improved from sixteenth to fourteenth among the 36 states having public university research libraries.

- In the number of Phi Beta Kappa Chapters, Florida's rank dropped from eleventh to thirteenth among the states because both New Jersey and Pennsylvania gained Phi Beta Kappa Chapters and moved above Florida.

Foundational Measures for in-state comparison from year to year:

- Pass Rates on the College Level Academic Skills Test increased on the essay subtest and declined in reading, computation, and for all four subtests.

- All but one university conducted follow-up studies on graduates. A generally high level of satisfaction with the programs was reported.

- Licensure examination results indicate improvement in pass rates on two of the twelve examinations for which comparative data were available.

- The annual mean GRE score of entering graduate students increased.

- The percent of full-time faculty holding doctoral degrees increased while the percent holding professional degrees decreased only slightly.

- The average admissions test scores (SAT & ACT) of students enrolled for the first time improved.

- The number of fully endowed chairs increased by 13 while the number of partially funded endowed chairs decreased by 6.

- The number of programs which achieved specialized or programmatic accreditation was increased by 9.

- The student FTE/faculty FTE ratio was reduced.

- The percentage of employees in faculty and administrative positions who are Black increased and exceeds State goals for Black employment in the SUS.

- The percentage of black transfer students with AA and AS degrees exceeded the percent of Blacks in the corresponding applicant pools and exceeds State goals for Black student transfer enrollment in the SUS. The percentage of Black first-time-in-college students increased.

- The average number of contract and grant dollars per faculty member increased by $563.

- Florida was ranked tenth among the states for having the best state universities according to a recent poll of state university presidents.

INTRODUCTION

INDICATORS OF FLORIDA'S PROGRESS TOWARD EXCELLENCE IN EDUCATION 1985-86

"On a statewide average, educational achievement in the State of Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment."

Florida is on its way toward educational excellence. In January 1983, the State Board of Education approved the concepts proposed by Commissioner Ralph Turlington for reporting Florida's progress toward educational excellence at the elementary and secondary levels. The general direction the Department of Education would take in defining, collecting, and reporting information on the indicators was established. In February 1983, the State Board adopted a similar concept paper for the indicators of quality for the State University System and the Community Colleges.

After the Commissioner of Education and the State Board of Education agreed that Florida should become a state of educational distinction, committees met to develop the most appropriate way of determining progress. A set of indicators for the kindergarten through twelfth grade, adult, community college, and university levels was accepted by the State Board of Education early in 1983.

In defining the indicators, excellence was defined not only in terms of student achievement but by several other appropriate indicators that contribute to our ability to understand the complexities of the educational system. For this reason, the recommended indicators cover several different dimensions of Florida's educational system. They form the basis for determining how our schools are doing as compared to other schools and to their own previous performance. The indicators were divided into four categories: output, input, process and opinion.

Output indicators reveal the status of student learning. They are quantifiable indications of students' skills and knowledge. Input variables identify the status of those conditions under which the educational system must function. Process indicators reveal the activities the system is providing for students. They describe the program and activities being implemented in the educational system. The fourth indicator category contains opinion variables which reveal attitudes about Florida schools.

The first complete report was published December 1983, and included information for the 1981-82 school year. It was decided these data would be the baseline information or benchmark with which later data would be compared. Establishing indicators and reporting annually on these indicators will make it possible for students, educators and citizens to know where we are and whether we are moving toward the "upper quartile" goal.

Data for many indicators have been or are being collected. Some indicators have been easier than others to obtain. A search continues for data on some of the variables--particularly for the national comparison information. Some of the indicators have been located through existing sources, such as the Board of Regents Information Resource Management Services, while others need to be collected from outside agencies or from the individual universities. Each variable has or will have its own timeline depending upon the resources, existing data, surveys, the cooperation of various organizations external to the State University System and related factors.

This report is the fifth annual report and presents the latest information available at the time of printing. Three sections of this report will be bound as separate publications: one for Public Schools, one for Community Colleges and one for the State University System. This report is not considered to be in final form, as new indicators can and should be added in the future.

1986-87
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Output

Name of Indicator 1: Pass Rates on CLAST, the College Level Academic Skills Test*

Definition of Indicator: Rules 6A-10.313(1) and 6A-10.314(4), FAC, require AA degree candidates and students entering upper division programs to take the College Level Academic Skills Test (CLAST) of communication and computation skills.

Analysis: This is a new indicator approved by the State Board of Education in 1986 to replace the previously required report on Pretest/Post-test Growth on CLAST Scores. The enactment of CS for S.B. 726 by the 1986 Legislature caused the previous indicator to become outdated even before testing procedures were implemented to make the required report possible. In 1986, reporting pass rates on CLAST for each subtest and for all subtests of those taking the examination for the first time was initiated.

Comparison with Previous Reports: This report is new and no comparisons can be made with 1982-83 information. The percentage of those who took the CLAST for the first time who passed all four subtests decreased by 3.8% from 1985-86 to 1986-87 due primarily to a reduction in the percentage of those who passed the computation and reading subtests. The percentage of those who passed the essay subtest increased slightly while the pass rate for the writing subtest declined slightly.

Rank of Florida on Indicator: There are no comparable data from other states. This indicator is intended to show improvement within the State University System of Florida from year to year.

*An SUS Foundational Measure.

Ind.1

PASS RATES ON CLAST
SUS STUDENTS TAKING THE EXAM FOR THE FIRST TIME

	1985-86		1986-87	
	Number Examined	Percent Passed	Number Examined	Percent Passed
All four Exams	17,264	89.7%	17,008	85.9%
Computation	17,264	97.1%	17,147	92.6%
Reading	17,264	96.8%	17,147	93.6%
Writing	17,264	97.1%	17,147	96.2%
Essay	17,264	93.1%	17,008	94.5%

Source: College Level Academic Skills Test
Statewide and Institutional Report of Results

1986-87
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Output

Name of Indicator 2: Findings of Follow-up Studies (Placement and Performance) of State University System Graduates*

Definition of Indicator: Information on the strengths and weaknesses of State University System academic programs from the alumni of SUS institutions and from employers of our graduates should indicate areas needing improvement and the areas in which actual improvement is achieved over time.

Analysis: Each of the universities is currently developing a system by which follow-up studies of its graduates may be conducted on an annual basis. The information for this indicator was taken from the 1987 "President's Progress Reports and Annual Plans for Progress Toward Educational Excellence" and reflects the reported satisfaction of students and employees with the programs of the universities. The majority of the universities appear to be making significant progress in tracking their graduates and applying the results of their surveys to curriculum development and program improvement.

Rank of Florida on Indicator: No comparable national data base is available. This indicator is intended to show improvement within the State University System of Florida from year to year.

Comparison With Previous Reports: The development of models for reporting findings of follow-up studies is a responsibility of the institutions. Several approaches to these studies have resulted in various reporting models. This is the second year the institutions were asked to report the results of their studies in a common format and the first year the data were consistent enough to be reported in a table which will allow comparisons with future studies. One institution (USF) is still unable to report findings in the standard format. A standard instrument will be developed by USF during the 1987-88 academic year for use by all USF programs.

Source of Data: 1987 SUS President's Progress Reports and Annual Plans for Progress Toward Educational Excellence

*An SUS Foundational Measure.

Ind.2

Findings of Follow-up Studies
on Graduate and Their Employees
1986-87

	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF
Percent of Bachelor's graduates satisfied with program	86	74	86	*	95	99	92	91	100
Percent of Employers of Bachelor's graduates satisfied	95	*	96	*	94	96	100	98	*
Percent of Master's Specialists satisfied with programs	90	84	95	*	92	95	91	94	97
Percent of employers of Master's & Specialist's satisfied	90	*	83	*	90	100	100	98	*
Percent of Professional graduates satisfied with program	*	98	96	*	100	NA	NA	NA	NA
Percent of employers of Professional graduates satisfied	*	*	100	*	100	NA	NA	NA	NA
Percent of Doctor's graduates satisfied with program	95	89	NA	*	100	NA	100	100	NA
Percent of employers of Doctor's graduates satisfied	90	*	NA	*	100	NA	100	100	NA

* Not surveyed
NA = Not applicable

1985-86
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Output

Name of Indicator 3: Licensure Examination Results of Graduates*

Definition of Indicator: The number and percentage of university graduates passing state licensure examinations in professional fields is a measure of the quality of the professional education they receive. The higher the portion of graduates passing licensure examinations, the more relevant was their education.

Analysis: Information concerning the performance of SUS graduates was collected for the following professions for licensure examinations administered during 1985 86:

Architecture
Clinical Social Worker
Dentistry
Engineering
Engineering Intern
Land Surveying
Land Surveying Intern
Landscape Architecture
Law
Marriage and Family Therapy
Mental Health Counseling
Nursing
Pharmacy
Physical Therapist
Physical Therapist Assistant
School Psychology
Teacher Certification
Veterinary Medicine

Interpretation of pass rates on professional licensure examinations is very difficult since the degrees required to sit for an examination may or may not be specifically designed to prepare students to take professional examinations. Exams may be taken several years after completion of formal college work and reflect an individual's professional development beyond college rather than the quality of a particular degree program.

*Original SUS Foundational Measure

Ind.3

Information for 1985-86 was unavailable for the professions listed below. The majority of the organizations which license professionals in these fields did not have an expedient method of gathering this data, or did not maintain separate records on SUS graduates.

Accounting
Medicine
Nursing Home Administration
Pest Control

Rank of Florida on Indicator: No comparable national data base is available. This indicator is intended to show improvement within the State University System of Florida from year to year.

Comparison With Previous Report (1984-85): Comparisons between the State University System average passing rates are shown below for 12 licensure examinations for which data were available in both 1984-85 and 1985-86. Two of the twelve examination passing rates showed improvement, while the passing rates for ten examinations declined. It should be noted that year-to-year comparisons should be interpreted cautiously, as examinations and scoring procedures are subject to change. Comparisons of the passing rates between universities should also be made with caution, as a number of factors, such as work experience, student background, admissions procedures and testing procedures, may influence examination performance. For example, most licensure examinations include several subtests, all of which must eventally be passed in order for the examinee to be licensed. The pass rates reported here are of those examinees who completed all subtests and passed all subtests in one sitting. In some professions, however, examinees typically do not complete all subtests at the first sitting and must return for multiple sittings in order to complete all subtests (e.g., architecture, engineering, land surveying, landscape architecture, etc.). While pass rates appear to be low for those examinations, the non-passing group includes a substantial number of examinees who chose not to take all of the subtests at their first sitting.

Examination	Percent Passing - SUS Average	
	1984-85	1985-86
Clinical Social Worker	80.0%	76.7%
Dentistry	83.1%	70.2%
Engineering	38.8%	30.7%
Engineering Intern	69.4%	67.8%
Land Surveying	58.8%	53.8%
Land Surveying Intern	90.0%	58.3%
Law	84.4%	88.7%
Marriage and Family Therapy	100.0%	88.2%
Mental Health Counselors	96.2%	80.0%
Nursing	89.2%	89.4%
Pharmacy	91.3%	86.4%
Veterinary Medicine	93.2%	88.9%

Source of Data: Florida Department of Professional Regulation; Independent Licensing Agencies

Ind.3

STATE UNIVERSITY SYSTEM OF FLORIDA
RESULTS OF LICENSURE EXAMINATIONS IN PROFESSIONAL FIELDS
1985-86

		Number Taking Exam	Number Passing Exam	Percent Passing Exam
ARCHITECTURE	SUS TOTAL	120	42	35.0%
	UF	109	39	35.8%
	FAMU	11	3	27.3%
CLINICAL SOCIAL WORKER	SUS TOTAL	30	23	76.7%
	FSU	27	20	74.1%
	USF	3	3	100.0%
DENTISTRY	SUS TOTAL	84	59	70.2%
	UF	84	59	70.2%
ENGINEERING	SUS TOTAL	463	142	30.7%
	UF	191	69	36.1%
	FSU	2	0	0.0%
	FAMU	7	1	14.3%
	USF	96	25	26.0%
	FAU	34	15	44.1%
	UWF	5	1	20.0%
	UCF	72	23	31.9%
	FIU	56	8	14.3%
ENGINEERING INTERN	SUS TOTAL	972	659	67.8%
	UF	270	221	81.9%
	FSU	21	13	61.9%
	FAMU	18	3	16.7%
	USF	184	129	70.1%
	FAU	47	33	70.2%
	UWF	2	0	0.0%
	UCF	376	240	63.8%
	FIU	54	20	37.0%
LAND SURVEYING	SUS TOTAL	13	7	53.8%
	UF	7	6	85.7%
	FSU	2	1	50.0%
	USF	2	0	0.0%
	FIU	2	0	0.0%
LAND SURVEYING INTERN	SUS TOTAL	12	7	58.3%
	UF	12	7	58.3%
LANDSCAPE ARCHITECTURE	SUS TOTAL	55	6	10.9%
	UF	54	5	9.3%
	FSU	1	1	100.0%

Ind.3

STATE UNIVERSITY SYSTEM OF FLORIDA
RESULTS OF LICENSURE EXAMINATIONS IN PROFESSIONAL FIELDS
1985-86

		Number Taking Exam	Number Passing Exam	Percent Passing Exam
LAW	SUS TOTAL	1,131	1,003	88.7%
	UF	735	652	88.7%
	FSU	396	351	88.6%
MARRIAGE & FAMILY THERAPY	SUS TOTAL	17	15	88.2%
	UF	4	4	100.0%
	FSU	7	5	71.4%
	USF	3	3	100.0%
	UCF	2	2	100.0%
	FIU	1	1	100.0%
MENTAL HEALTH COUNSELORS	SUS TOTAL	50	40	80.0%
	UF	8	6	75.0%
	FSU	9	6	66.7%
	FAMU	1	0	0.0%
	USF	11	9	81.8%
	FAU	2	2	100.0%
	UWF	7	7	100.0%
	UCF	6	5	83.3%
	FIU	3	2	66.7%
	UNF	3	3	100.0%
NURSING	SUS TOTAL	404	361	89.4%
	UF	121	116	95.9%
	FSU	96	79	82.3%
	FAMU	20	16	80.0%
	USF	61	51	83.6%
	FAU	33	32	97.0%
	UCF	32	31	96.9%
	FIU	41	36	87.8%
PHARMACY	SUS TOTAL	147	127	86.4%
	UF	93	87	93.5%
	FAMU	54	40	74.1%
PHYSICAL THERAPIST	SUS TOTAL	8	5	62.5%
	UF	2	2	100.0%
	FAMU	4	1	25.0%
	FIU	2	2	100.0%

Ind.3

STATE UNIVERSITY SYSTEM OF FLORIDA
RESULTS OF LICENSURE EXAMINATIONS IN PROFESSIONAL FIELDS
1985-86

		Number Taking Exam	Number Passing Exam	Percent Passing Exam
PHYSICAL THERAPIST ASSISTANT	SUS TOTAL	61	58	95.1%
	UF	23	22	95.7%
	FAMU	17	16	94.1%
	FIU	21	20	95.2%
PSYCHOLOGY	SUS TOTAL	25	20	80.0%
	UF	8	8	100.0%
	FSU	7	5	71.4%
	USF	8	7	87.5%
	FIU	2	0	0.0%
SCHOOL PSYCHOLOGY	SUS TOTAL	8	8	100.0%
	UF	1	1	100.0%
	USF	3	3	100.0%
	FAU	1	1	100.0%
	UCF	1	1	100.0%
	FIU	2	2	100.0%
TEACHER CERTIFICATION	SUS TOTAL	1,820	1,754	96.4%
	UF	285	271	95.1%
	FSU	315	300	95.2%
	FAMU	28	15	53.6%
	USF	490	486	99.2%
	FAU	168	166	98.8%
	UWF	2	2	100.0%
	UCF	310	298	96.1%
	FIU	112	106	94.6%
	UNF	110	110	100.0%
VETERINARY MEDICINE	SUS TOTAL	90	80	88.9%
	UF	90	80	88.9%

IND.LICENSURE EXAMS

1985-86
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Input

Name of Indicator 4: Mean Graduate Record Examination Scores of Entering Graduate Students (Previously Graduate Record Discipline Examination Scores of Students Graduating from SUS Institutions)*

Definition of Indicator: The Graduate Record Examination (GRE) is an achievement test which measures the mastery of undergraduate studies. Its main use is as a predictor of student success in graduate school. It can also be used to determine improvements in the quality of students attracted to the universities when scores of entering graduate students are examined over time.

Analysis: The universities collect GRE scores on a large number of students who enter graduate school because the GRE score may be used as one of the criteria for meeting state requirements for admission to graduate programs in Florida's public universities. A request was submitted to and approved by the State Board of Education to change this indicator to a report of the Mean Graduate Record Examination Scores of Entering Graduate Students in 1986. Therefore, the mean GRE scores of entering graduate students are reported this year for the second time. These mean scores reflect an input measure of quality of the graduate students attracted to the universities. By contrast, the mean GRE scores reported in previous years reflected an output measure of quality of the undergraduate programs.

Rank of Florida on Indicator: No comparable national data base has been identified. This indicator is intended to show improvement within the State University System of Florida from year to year.

Comparison With Previous Reports: This is a new indicator report (see analysis). The reports for 1981-82 through 1983-84 are not comparable indicators with this year's report. The annual mean GRE scores for the SUS dropped from 1041.9 to 1028.7 between 1983-84 and 1984-85 and rose again to 1045.5 in 1985-86. Those universities which experienced a decline in 1985-86 are FAMU and UCF. All others realized an increase in mean GRE scores of new graduate students for 1985-86.

Source of Data: Fact Book, 1984-85

*An SUS Foundational Measure

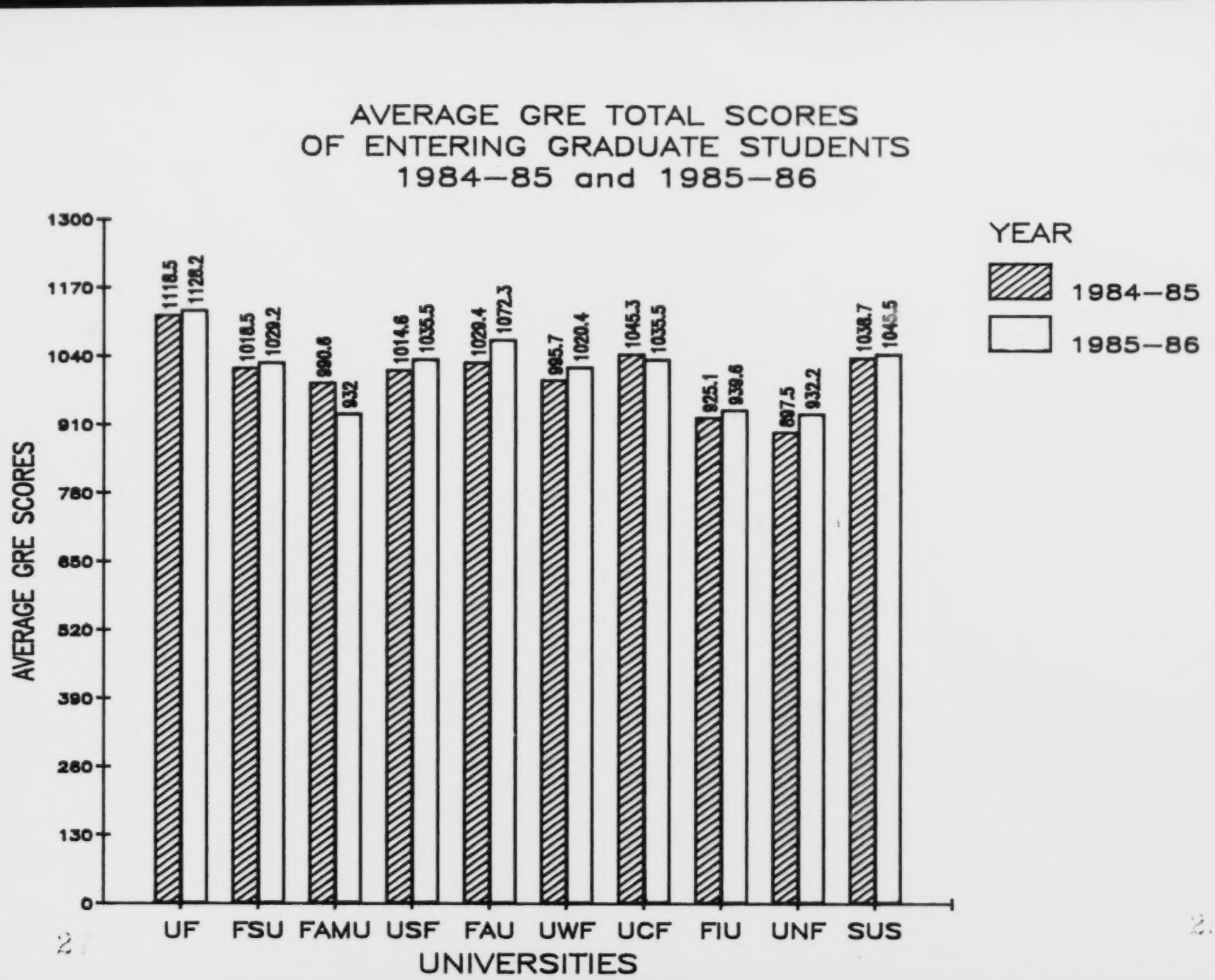
GRADUATE RECORD EXAMINATION (GRE) SCORES OF GRADUATE STUDENTS WHO WERE ADMITTED AND REGISTERED IN GRADUATE PROGRAMS OFFERED WITHIN THE STATE UNIVERSITY SYSTEM DURING THE 1985-86 ACADEMIC YEAR

Institution	400-499	500-599	600-699	700-799	800-899	900-999	1000-1099	1100-1199	1200-1299	1300-1399	1400-1499	1500-1599	Total for Year	Total for Fall
SUS														
No. of Students...	11	56	119	331	530	748	1,105	884	585	336	131	25	4,861	2,739
% of Students.....	.2	1.2	2.5	6.8	10.9	15.4	22.7	18.2	12.0	6.9	2.7	.5	100.0	....
Average Score.....													1,045.5	1,069.4
UF														
No. of Students...	....	....	...	23	47	139	308	292	203	134	54	6	1,206	921
% of Students.....	....	....	....	1.9	3.9	11.5	25.5	24.2	16.9	11.1	4.5	.5	100.0	....
Average Score.....													1,128.2	1,140.1
FSU														
No. of Students...	2	9	32	70	105	131	152	126	98	58	22	5	810	559
% of Students.....	.2	1.1	4.0	8.6	13.0	16.2	18.8	15.5	12.1	7.2	2.7	.6	100.0	....
Average Score.....													1,029.2	1,035.2
FAMU														
No. of Students...	....	3	....	2	1	....	5	3	1	....	....	....	15	10
% of Students.....	....	20.0	....	13.3	6.7	....	33.3	20.0	6.7	....	....	....	100.0	....
Average Score.....													932.0	933.0
USF														
No. of Students...	....	....	15	112	168	209	305	203	137	61	32	7	1,249	609
% of Students.....	....	....	1.2	9.0	13.4	16.7	24.4	16.2	11.0	4.9	2.6	.6	100.0	....
Average Score.....													1,035.5	1,057.8
FAU														
No. of Students...	1	2	4	5	16	24	60	49	21	11	6	3	202	92
% of Students.....	.5	1.0	2.0	2.5	7.9	11.9	29.7	24.2	10.4	5.4	3.0	1.5	100.0	....
Average Score.....													1,072.3	1,074.3
UWF														
No. of Students...	2	7	10	21	44	53	72	52	35	26	3	1	326	130
% of Students.....	.6	2.1	3.1	6.4	13.5	16.3	22.1	16.0	10.7	8.0	.9	.3	100.0	....
Average Score.....													1,020.4	1,013.0
UCF														
No. of Students...	3	4	12	31	58	76	91	91	49	33	9	2	459	212
% of Students.....	.7	.9	2.6	6.8	12.6	16.5	19.8	19.8	10.7	7.2	2.0	.4	100.0	....
Average Score.....													1,035.5	1,040.0
FIU														
No. of Students...	....	19	20	35	40	56	64	38	17	7	2	1	299	137
% of Students.....	....	6.4	6.7	11.7	13.4	18.7	21.4	12.7	5.7	2.3	.7	.3	100.0	....
Average Score.....													939.6	943.6
UNF														
No. of Students...	3	12	26	32	51	60	48	30	24	6	3	....	295	69
% of Students.....	1.0	4.1	8.8	10.9	17.3	20.3	16.3	10.2	8.1	2.0	1.0	....	100.0	....
Average Score.....													932.2	963.2

NOTE: The Admissions File does not necessarily contain the GRE scores of all graduate students. The data presented represents what was reported by the institutions.

SOURCE: Admissions File, Summer 1985, Fall 1985 and Spring 1986

AP


AVERAGE GRE TOTAL SCORES
OF ENTERING GRADUATE STUDENTS
1984–85 and 1985–86
AVERAGE GRE SCORES
1300
1170
1040
910
780
650
520
390
260
130
0
1118.5
1128.2
1018.5
1029.2
990.6
932
1014.6
1035.5
1029.4
1072.3
995.7
1020.4
1045.3
1035.5
925.1
938.6
897.5
932.2
1038.7
1045.5
UF
FSU
FAMU
USF
FAU
UWF
UCF
FIU
UNF
SUS
UNIVERSITIES
YEAR
1984–85
1985–86

1986-87
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Input

Name of Indicator 5: Average Full-Time Faculty Salaries*

Definition of Indicator: The recruitment and retention of high quality faculty members is possible only if the university system can offer competitive salaries. It is therefore essential that the SUS keep faculty salaries at a level high enough to bring the entire SUS faculty into the upper quartile.

Analysis: Attached is the 1986-87 listing of the top sixteen states on the basis of the average faculty salaries paid to faculty members teaching at state four-year colleges and universities. Also shown is Florida's rank in relation to these top sixteen. This information was obtained from the American Association of University Professors (AAUP) Annual Report on Faculty Salaries.

The calculation of an average salary for a university system's faculty members will give only a rough indication of how well or poorly they are being compensated when compared with faculty members in another university system. Averaging overlooks the variation of compensation among ranks and disciplines. Such a method is much more appropriate to public school teachers whose duties and job requirements are roughly the same.

Rank of Florida on Indicator: Florida's national rank on average full-time faculty salaries moved from 22nd to 14th from 1981-82 through 1985-86. In 1986-87, Florida dropped to 16th among the 48 states used for comparison. (Alaska and Hawaii were excluded from this study due to the economic conditions and high cost of living in those states.)

Comparison With Previous Reports: For the 1981-82 base year, Florida's average faculty salary was $26,600. Florida's average increased to $36,599 in 1986-87, a net gain of approximately 38%, or $10,000. Florida's rank declined from 14th to 16th in 1986-87 due to increases in average faculty salaries in other states. Virginia, West Virginia, Maryland, Pennsylvania, and Nevada moved ahead of Florida, while Utah, Wyoming, and North Carolina fell behind Florida for the most recently reported year. Florida's rank is still below the upper quartile goal after five years.

Source of Data: AAUP (Maryse Eymonerie Associates, Inc.)

*Original SUS Upper Quartile Measure

Ind.5

ALL FACULTY RANKS AVERAGE SALARIES IN
PUBLIC GRADUATE DEGREE GRANTING INSTITUTIONS
OF HIGHER EDUCATION
1986-87

Rank Order	Site	Salary
1	California	$45,607
2	New Jersey	43,044
3	Massachusetts	42,057
4	Connecticut	42,013
5	New York	39,719
6	Arizona	39,134
7	Ohio	38,692
8	Michigan	38,307
9	Minnesota	38,258
10	Virginia	38,207
11	West Virginia	37,022
12	Maryland	36,917
13	Delaware	36,785
14	Nevada	36,780
15	Pennsylvania	36,601
16	FLORIDA	36,599

Source: AAUP (Maryse Eymonerie Associates, Inc.) June 1987

Note: Due to their economic conditions and high cost of living, Alaska and Hawaii are excluded from this table.

1986-87
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Input

Name of Indicator 6: Average Full-Time Faculty Salaries by Rank and by Program for the Academic Year

Definition of Indicator: The recruitment and retention of high quality faculty members is possible only if the university system can offer competitive salaries. It is therefore essential that the SUS keep faculty salaries at a level high enough to bring the SUS faculty into the upper quartile for the academic year.

Because the State of Florida relies so heavily on its extensive community college system to provide education at the freshman and sophomore levels, a greater proportion of our students are enrolled in the upper level and graduate level than is true for other states. As a consequence, a greater portion of our faculty must be able to teach at higher levels, which, in turn, means that their salaries will be greater.

Analysis: Attached are tables which display the 1986-87 average faculty salaries by rank of the top ten states on the basis of the average faculty salaries paid to faculty members teaching at state four-year colleges and universities during an academic year. Also shown is Florida's rank in relation to these top ten states.

Rank of Florida on Indicator:

Professor Salaries	
(1981-82):	Florida ranks 21st.
(1985-86):	Florida ranks 14th.
(1986-87):	Florida ranks 16th.
Associate Professor Salaries	
(1981-82):	Florida ranks 27th.
(1985-86):	Florida ranks 15th.
(1986-87):	Florida ranks 17th.
Assistant Professor Salaries	
(1981-82):	Florida ranks 23rd.
(1985-86):	Florida ranks 7th.
(1986-87):	Florida ranks 12th.
Instructor Salaries	
(1981-82):	Florida ranks 33rd.
(1985-86):	Florida ranks 23rd.
(1986-87):	Florida ranks 21st.

Ind.6

A national data base concerning faculty salaries by rank and by program has not been identified. Accordingly, comparisons of faculty salaries by program have not been possible.

Comparison With Previous Reports:

	Professor		Associate Professor	
	Ave. Salary	Nat'l Rank	Ave. Salary	Nat'l Rank
1981-82	$33,700	21	$25,100	27
1985-86	$43,719	14	$32,924	15
1986-87	$46,293	16	$34,771	17

	Assistant Professor		Instructor	
	Ave. Salary	Nat'l Rank	Ave. Salary	Nat'l Rank
1981-82	$21,100	23	$16,200	33
1985-86	$28,381	7	$20,817	23
1986-87	$30,095	12	$22,213	21

While Florida shows increases in average salaries by academic rank of faculty, Florida's national rank among the states dropped for 1986-87 and is still below the upper quartile in three ranks. Only the salaries of assistant professors are high enough to place Florida in the upper quartile ranking.

Source of Data: Chronicle of Higher Education, July 18, 1984
AAUP (Maryse Eymoneric Associates, Inc.) June 1986

Faculty Salaries by Academic Rank and State
1986-87

Rank	Professor State	Professor Salary	Associate Professor State	Associate Professor Salary	Assistant Professor State	Assistant Professor Salary	Instructor State	Instructor Salary
	Selected Schools Average	$46,106	Selected Schools Average	$34,711	Selected Schools Average	$28,866	Selected Schools Average	$21,616
1	New Jersey	55,826	New Jersey	40,882	California	32,975	Massachusetts	27,520
2	California	52,903	Massachusetts	40,148	Massachusetts	32,340	Nevada	27,119
3	Connecticut	50,586	California	38,739	Connecticut	32,143	California	26,643
4	New York	50,368	Connecticut	38,235	New Jersey	32,133	Connecticut	26,608
5	Delaware	50,307	New York	37,576	Virginia	30,969	Wyoming	25,788
6	Virginia	49,325	Maryland	37,276	Ohio	30,419	New Hampshire	24,944
7	Massachusetts	49,250	Ohio	37,178	Michigan	30,340	North Carolina	24,815
8	Maryland	49,231	Virginia	36,987	North Carolina	30,208	Wisconsin	24,707
9	Ohio	48,842	Arizona	36,677	Nevada	30,207	New Jersey	24,268
10	Arizona	48,768	Nevada	36,244	Arizona	30,205	Arizona	23,663
12					FLORIDA	30,095		
16	FLORIDA	46,293						
17			FLORIDA	34,771				
21							FLORIDA	22,213

No. of Faculty
in Each Rank
in SUS

Source: AAUP (Maryse Eymonerie Associates, Inc.) 1986

Note: Because of their economic conditions and high cost of living, Alaska and Hawaii are excluded from this table.

IND.FAC SALARIES 86-87

1986-87
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Input

Name of Indicator 7: Number of National Merit Scholars Enrolled as First-Time-in-College Students*

Definition of Indicator: Finalists in the National Merit Scholarship Program for undergraduate scholarships are high ability students selected on the basis of: (1) their scores on the Preliminary Scholastic Aptitude Test (PSAT) taken during the junior year of high school and on the Scholastic Aptitude Test (SAT) taken during the senior year; (2) their academic standing in high school; and (3) the recommendation of their high school principals. They are academically the best high school graduates in the nation.

Merit scholars select a university because of its academic reputation and because of what they believe they can learn there. These high quality students, in turn, tend to improve the academic environment of the classroom and campus because of their keen motivation to learn and their desire to interact with other students and faculty members.

Analysis: Attached is the Fall 1986 ranking of states on the basis of the number of National Merit Scholarship holders enrolled as first-time-in-college freshmen in public colleges (four-year and upper level) and universities. This information is obtained from National Merit Scholarship Corporation's Annual Report.

Rank of Florida on Indicator: Sixth out of fifty states in Fall 1986.

Comparison With Previous Reports: The number of scholarship winners enrolled as first-time-in-college students in the SUS dropped from 140 in Fall 1985 to 112 in Fall 1986. This caused Florida's rank to decrease from fourth to sixth in the nation. Florida enrolled 132 National Merit Scholars in Fall 1981 and was ranked fifth in the nation. In 1982, Florida was ranked second with 174 National Merit Scholars. While Florida remains in the upper quartile on this indicator, the overall trend is downward.

Source of Data: National Merit Scholarship Corporation's Annual Report.

*Original SUS Upper Quartile Measure.

Ind.7

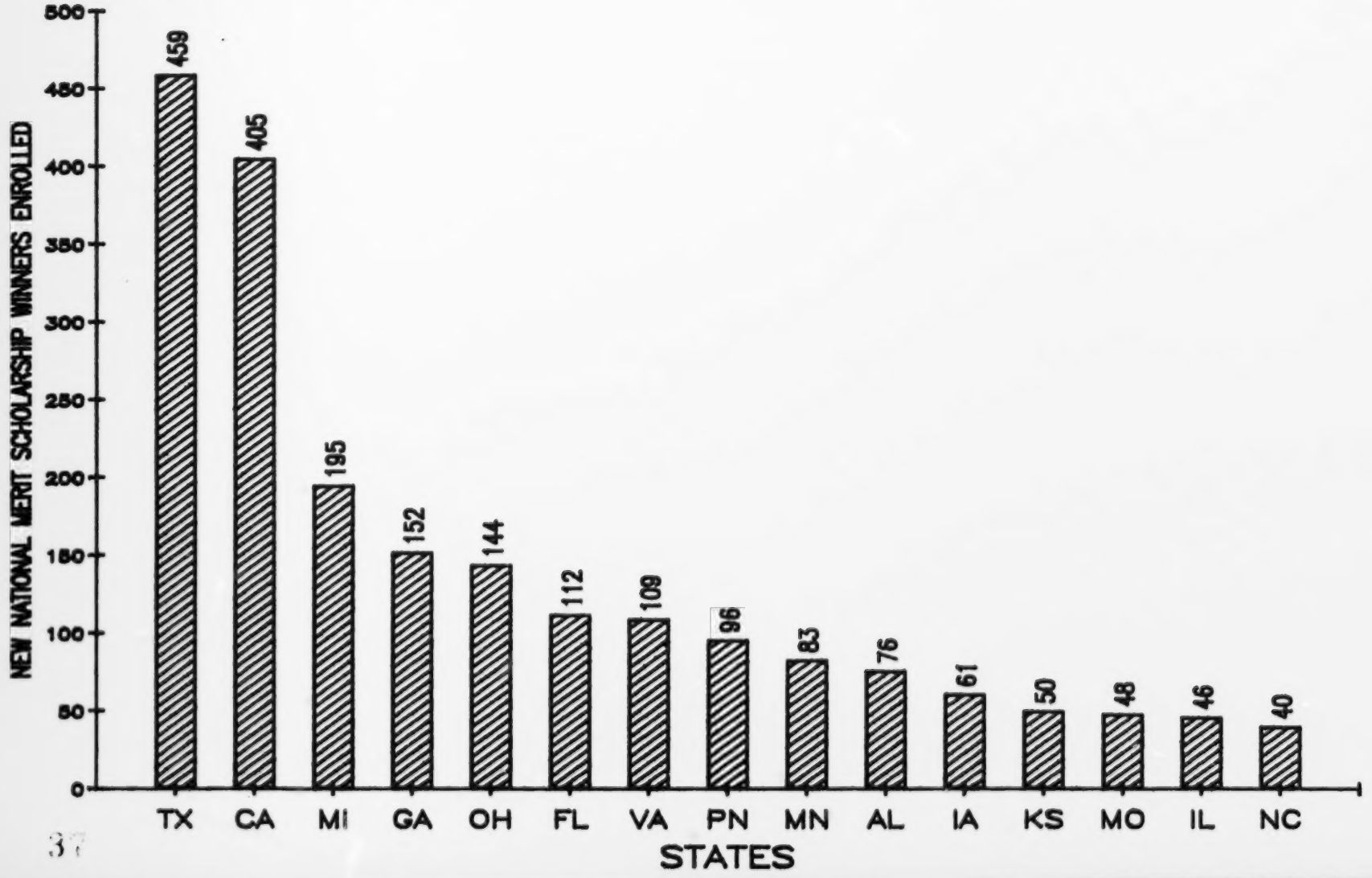
TOP FIFTEEN STATES ON THE BASIS OF THE NUMBER OF NEW NATIONAL MERIT SCHOLARSHIP WINNERS ENROLLED AS FRESHMAN STUDENTS IN PUBLIC COLLEGES (4 YEAR) AND UNIVERSITIES DURING THE 1986 FALL TERM

Rank Order	State	New National Merit Scholarship Winners Enrolled
1	Texas	459
2	California	405
3	Michigan	195
4	Georgia	152
5	Ohio	144
6	Florida	112
7	Virginia	109
8	Pennsylvania	96
9	Minnesota	83
10	Alabama	76
11	Iowa	61
12	Kansas	50
13	Missouri	48
14	Illinois	46
15	North Carolina	40

Source: National Merit Scholarship Corporation 1984-85 Annual Report

IND.NATL MERIT SCHOLARS.86

NATIONAL MERIT SCHOLARSHIP WINNERS ENROLLED AS FRESHMEN IN PUBLIC FOUR–YEAR COLLEGES AND UNIVERSITIES DURING FALL 1986



1986-87
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Input

Name of Indicator 8: Percent of Full-Time Faculty by Highest Earned Degree*

Definition of Indicator: One measure of institutional quality used worldwide has traditionally been the number of Ph.D.'s found in the faculty. The basic idea behind this measure is the conviction that the higher the level of education of an institution's faculty, the better the quality of that faculty and of the education and research it produces. Increasing the educational level of a faculty should improve the quality of an institution.

Analysis: The analysis of faculty degree level for the 1986 Fall Semester is attached.

Rank of Florida on Indicator: A national data base is not available for this indicator. This indicator is intended to show improvement within the State University System of Florida from year to year.

Comparison With Previous Reports: The percent of full-time faculty holding doctoral degrees increased by 1.8% at the system-level between 1984-85 and 1985-86 while the percent holding professional degrees decreased by 0.8% The percentage of faculty holding other degrees has decreased by 1.0% for the same period. The total number of positions decreased by 34 in 1986-87. The total gain between Fall 1981 and Fall 1986 in full-time faculty with doctoral degrees was 2.6%.

Source of Data: State University System Authorized Position Files.

*Original SUS Foundational Measure

Ind.8

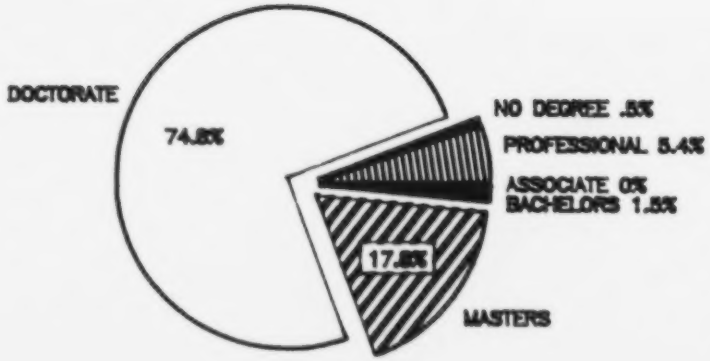
PERCENT OF FULL-TIME FACULTY* BY HIGHEST DEGREE HELD
STATE UNIVERSITY SYSTEM OF FLORIDA
1986 FALL TERM

		Doctorate	Masters	Professional	Bachelors	Associate	No Degree Equivalency	Total
SUS TOTALS								
	Headcount	4,252	949	257	79	3	12	5,552
	Percent	76.6	17.1	4.6	1.4	.1	.2	100.0
UF								
	Headcount	1,470	304	89	14	-	2	1,879
	Percent	78.2	16.2	4.7	.8	-	.1	100.0
FSU								
	Headcount	705	125	45	11	3	2	891
	Percent	79.1	14.1	5.1	1.2	.3	.2	100.0
FAMU								
	Headcount	169	102	5	17	-	1	294
	Percent	57.5	34.7	1.7	5.8	-	.3	100.0
USF								
	Headcount	695	132	94	7	-	4	932
	Percent	74.6	14.2	10.1	.8	-	.4	100.0
FAU								
	Headcount	285	53	3	2	-	-	343
	Percent	83.1	15.4	.9	.6	-	-	100.0
UWF								
	Headcount	137	33	4	4	-	1	179
	Percent	76.6	18.4	2.2	2.2	-	.6	100.0
UCF								
	Headcount	337	89	6	13	-	-	445
	Percent	75.7	20.0	1.4	2.9	-	-	100.0
FIU								
	Headcount	316	83	8	10	-	1	418
	Percent	75.6	19.9	1.9	2.4	-	.2	100.0
UNF								
	Headcount	138	28	3	1	-	1	171
	Percent	80.7	16.4	1.7	.6	-	.6	100.0

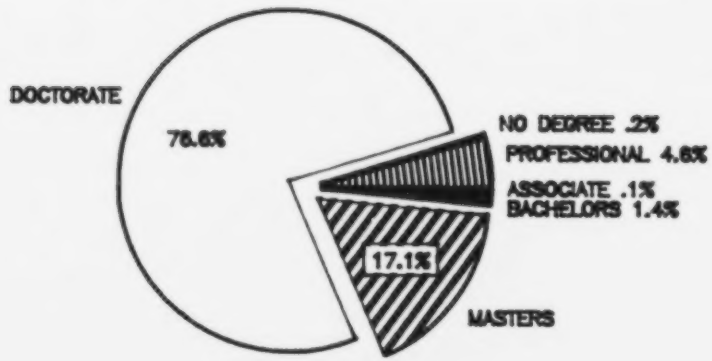
*Includes those faculty in Class Codes 9001-9004.

IND.FULL-TIME FAC 86 FALL

PERCENT OF FULL-TIME FACULTY BY HIGHEST DEGREE HELD IN THE STATE UNIVERSITY SYSTEM 1985-86 and 1986-87



1985-86 FACULTY BY DEGREE



1986-87 FACULTY BY DEGREE

1985-86
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Input

Name of Indicator 9: Admissions Tests (SAT & ACT) Scores of Students Enrolling for the First Time*

Definition of Indicator: College admissions test scores, when combined with high school grade point average, provide the best predictor of the student's success in college. The Board of Regents admissions policy requiring a GPA of at least 2.0 and either an SAT score of 840 or an ACT score of 17 is based on a validity study which indicates that students with these minimum levels have a 50/50 chance of earning a "C" average during their first year at a State University System (SUS) institution. The higher the test scores and GPA, the better the chance for success at a university. Accordingly, the universities should constantly strive to recruit students with higher test scores and GPA's as a way of raising the quality of their students.

Analysis: Attached are tables showing the mean annual SAT scores and ACT scores of the first-time-in-college freshmen entering SUS institutions with lower divisions during the 1985-86 academic year.

Rank of Florida on Indicator: A national data base is not available for this indicator. This indicator is intended to show improvement within the State University System of Florida from year to year.

Comparison With Previous Reports: In terms of average annual SAT scores, the total system average improved by 11.3 points between 1984-85 and 1985-86. All but two of the universities (FAMU and FIU) showed gains in average SAT scores. For the same period, the System mean ACT improved from 21.6 to 21.7. Five of the universities (UF, FAMU, UCF, FIU, and UNF) showed increases in ACT scores while four universities (FSU, USF, FAU and UWF) showed decreases.

Since 1981-82, system SAT scores have increased by 35.6 points. The system ACT scores for the same period increased by 0.5 points.

Source of Data: SUS Admissions Files.

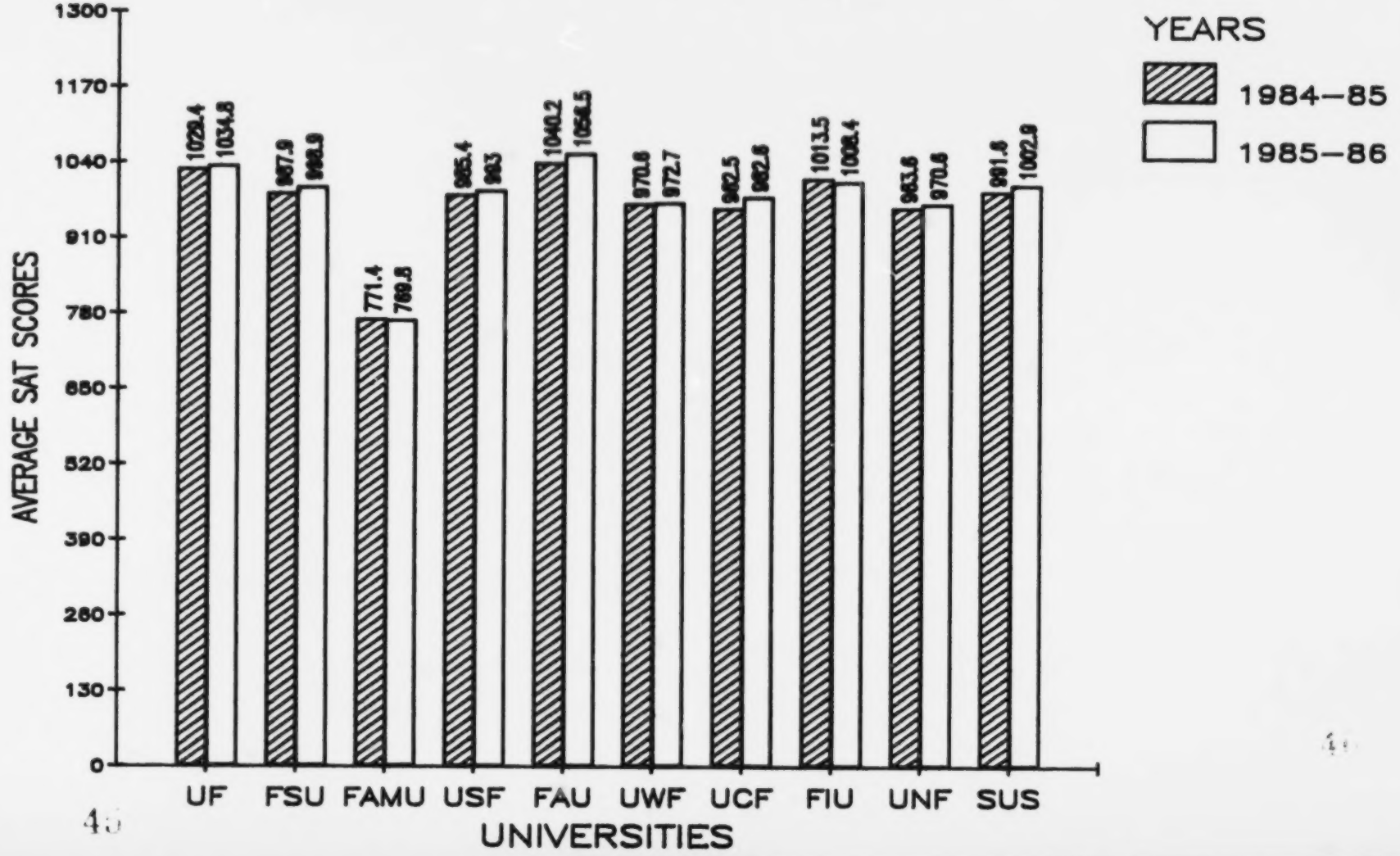
*Original SUS Foundational Measure

SCHOLASTIC APTITUDE TEST (SAT) TOTAL SCORES OF FIRST-TIME-IN-COLLEGE STUDENTS WHO WERE ADMITTED AND REGISTERED DURING THE 1985-86 ACADEMIC YEAR

Institution	400-499	500-599	600-699	700-799	800-899	900-999	1000-1099	1100-1199	1200-1299	1300-1399	1400-1499	1500-1599	Total for Year	Total for Fall
SUS														
No. of Students...	23	82	243	427	1,745	3,124	2,967	1,830	790	290	58	5	11,584	8,865
% of Students.....	.2	.7	2.1	3.7	15.1	27.0	25.6	15.8	6.8	2.5	.5	.0	100.0	....
Average Score.....													1,002.9	1,024.5
UF														
No. of Students...	3	17	51	110	560	1,162	1,301	911	422	176	40	3	4,756	3,161
% of Students.....	.1	.4	1.1	2.3	11.8	24.4	27.3	19.1	8.9	3.7	.8	.1	100.0	....
Average Score.....													1,034.8	1,083.9
FSU														
No. of Students...	3	3	33	67	329	615	534	285	141	41	3	....	2,054	1,779
% of Students.....	.1	.1	1.6	3.3	16.0	30.0	26.0	13.9	6.9	2.0	.1	....	100.0	....
Average Score.....													998.9	1,012.1
FAHU														
No. of Students...	15	52	115	90	75	55	31	19	4	....	....	....	456	401
% of Students.....	3.3	11.4	25.2	19.7	16.4	12.1	6.8	4.2	.9	....	....	....	100.0	....
Average Score.....													769.8	778.1
USF														
No. of Students...	2	5	20	66	401	598	467	281	105	42	8	1	1,996	1,524
% of Students.....	.1	.2	1.0	3.3	20.1	29.9	23.4	14.1	5.3	2.1	.4	.1	100.0	....
Average Score.....													993.0	1,011.0
FAU														
No. of Students....	....	....	....	2	12	65	98	60	20	6	1	....	264	241
% of Students.....	....	....	....	.8	4.5	24.6	37.1	22.7	7.6	2.3	.4	....	100.0	....
Average Score.....													1,056.5	1,060.2
UWF														
No. of Students....	....	....	3	10	26	30	30	15	3	5	....	....	122	110
% of Students.....	....	....	2.4	8.2	21.3	24.6	24.6	12.3	2.5	4.1	....	....	100.0	90.2
Average Score.....													972.7	975.3
UCF														
No. of Students....	....	4	19	64	212	320	269	147	59	20	3	....	1,117	943
% of Students.....	....	.4	1.7	5.7	19.0	28.6	24.1	13.1	5.3	1.8	.3	....	100.0	....
Average Score.....													982.6	992.6
FIU														
No. of Students....	....	1	1	6	66	185	184	74	26	....	2	....	545	507
% of Students.....	....	.2	.2	1.1	12.1	33.9	33.7	13.6	4.8	....	.4	....	100.0	....
Average Score.....													1,008.4	1,007.3
UNF														
No. of Students....	....	....	1	12	64	94	53	38	10	....	1	1	274	199
% of Students.....	....	....	.4	4.4	23.3	34.3	19.3	13.9	3.6	....	.4	.4	100.0	....
Average Score.....													970.6	972.7

SOURCE: Admissions File, Summer 1985, Fall 1985 and Spring 1986.
AP

AVERAGE SAT TOTAL SCORES OF FIRST–TIME–IN–COLLEGE STUDENTS AT UNIVERSITIES WITH LOWER DIVISIONS 1984–85 and 1985–86



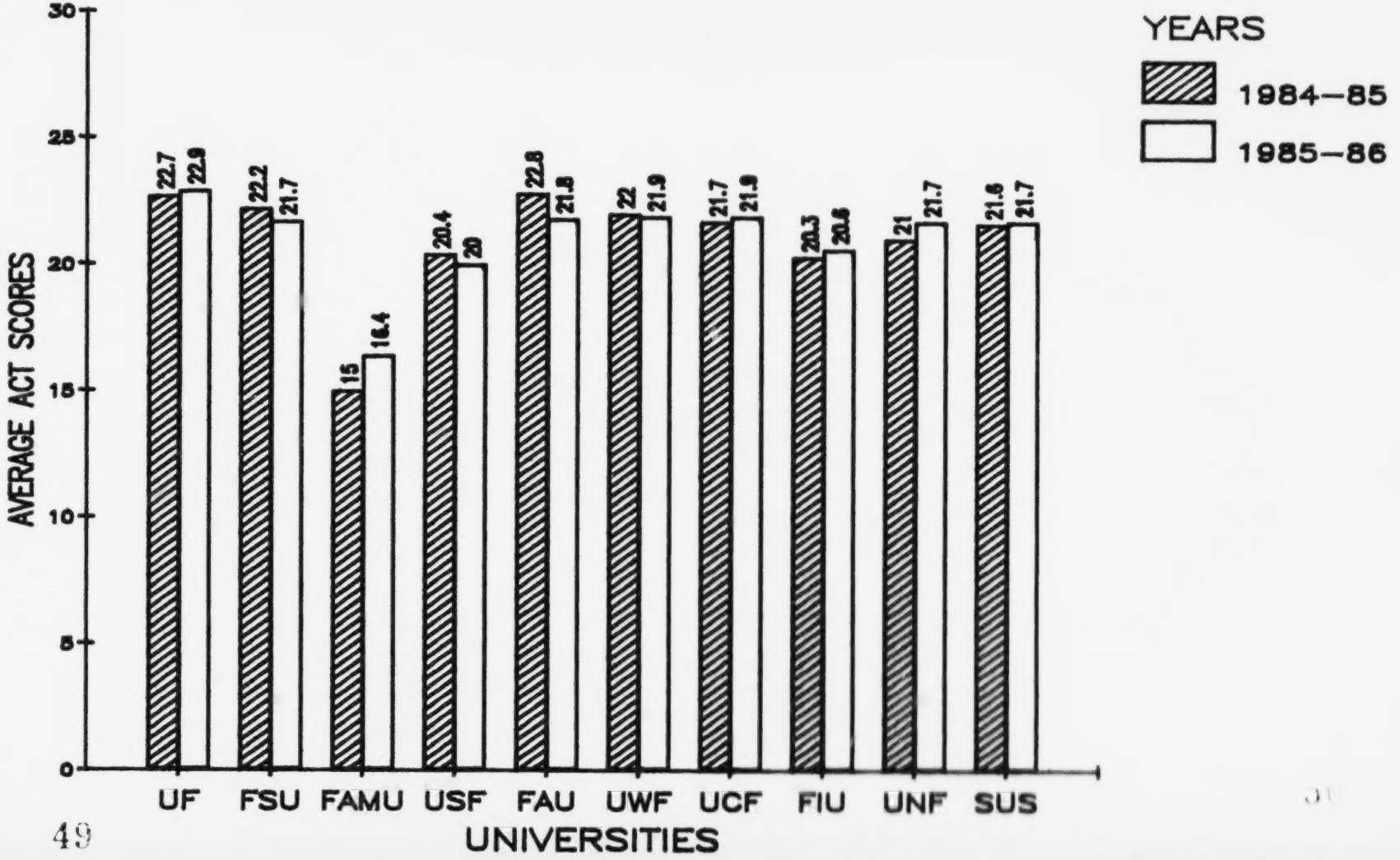
AMERICAN COLLEGE TEST (ACT) SCORES OF FIRST-TIME-IN-COLLEGE STUDENTS WHO WERE ADMITTED AND REGISTERED DURING THE 1985-86 ACADEMIC YEAR

Institution	1-4	5-8	9-12	13-16	17-20	21-24	25-28	29-32	33-36	Total for Year	Total for Fall
SUS											
No. of Students	1	31	132	426	1,293	1,697	1,115	284	6	4,985	3,726
% of Students	*	.6	2.7	8.6	25.9	34.0	22.4	5.7	.1	100.0	....
Average Score										21.7	22.5
UF											
No. of Students	....	2	18	95	427	752	560	170	6	2,030	1,361
% of Students	....	.1	.9	4.7	21.0	37.0	27.6	8.4	.3	100.0	....
Average Score										22.9	24.3
FSU											
No. of Students	....	6	32	90	316	437	253	62	....	1,196	1,008
% of Students	....	.5	2.7	7.5	26.4	36.5	21.2	5.2	....	100.0	....
Average Score										21.7	22.3
FAMU											
No. of Students	1	19	54	101	118	56	17	....	....	366	302
% of Students	.3	5.2	14.8	27.6	32.2	15.3	4.6	....	....	100.0	....
Average Score										16.4	16.9
USF											
No. of Students	....	3	8	43	163	91	43	7	....	358	201
% of Students	....	.8	2.2	12.0	45.6	25.4	12.0	2.0	....	100.0	....
Average Score										20.0	21.0
FAU											
No. of Students	....	....	1	2	5	15	7	....	....	30	23
% of Students	....	....	3.3	6.7	16.7	50.0	23.3	....	....	100.0	....
Average Score										21.8	22.4
UWF											
No. of Students	....	1	1	21	60	69	52	13	....	217	199
% of Students	....	.5	.5	9.7	27.6	31.8	23.9	6.0	....	100.0	....
Average Score										21.9	21.9
UCF											
No. of Students	....	....	16	46	124	165	131	23	....	505	405
% of Students	....	....	3.2	9.1	24.5	32.7	25.9	4.6	....	100.0	....
Average Score										21.9	22.5
FIU											
No. of Students	....	....	1	11	23	30	7	3	....	75	69
% of Students	....	....	1.3	14.7	30.7	40.0	9.3	4.0	....	100.0	....
Average Score										20.6	20.5
UNF											
No. of Students	....	....	1	17	57	82	45	6	....	208	158
% of Students	....	....	.5	8.2	27.4	39.4	21.6	2.9	....	100.0	....
Average Score										21.7	21.9

* Less than 0.1%

SOURCE: Admissions File, Summer 1985, Fall 1985 and Spring 1986

AVERAGE ACT TOTAL SCORES OF FIRST–TIME–IN–COLLEGE STUDENTS AT UNIVERSITIES WITH LOWER DIVISIONS 1984–85 and 1985–86



1985-86
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Input

Name of Indicator 10: State Financial Aid Per Student*

Definition of Indicator: The amount of state financial aid available at public universities determines the accessibility of higher education to a full range of students. A diverse student population adds to the overall quality of the educational experience offered at a university.

Analysis: Attached is an analysis of financial aid spending per headcount student in public four-year institutions of higher education during 1985-86. Data for 36 of the states was furnished by the Pennsylvania Higher Education Assistance Agency (PHEAA), which prepares an annual report of financial aid spending for the National Association of State Scholarship and Grant Programs. Fourteen states did not respond to the survey conducted by PHEAA.

Rank of Florida on Indicator: Florida ranked twenty-second out of 36 states reporting for 1985-86.

Comparison With Previous Reports: Financial aid spending per headcount student increased from $29.52 in 1984-85 to $30.58 in 1985-86. However, an overall decline in rank among the states was experienced due to increased spending in other states and increased enrollment in the SUS. In 1981, Florida was ranked fifteenth among the states and was spending $33.67 per student for financial aid.

Source of Data: National Association of State Scholarship and Grant Programs through the Pennsylvania Higher Education Assistance Agency and the National Center for Education Statistics.

*An SUS Upper Quartile Measure.

Ind.10

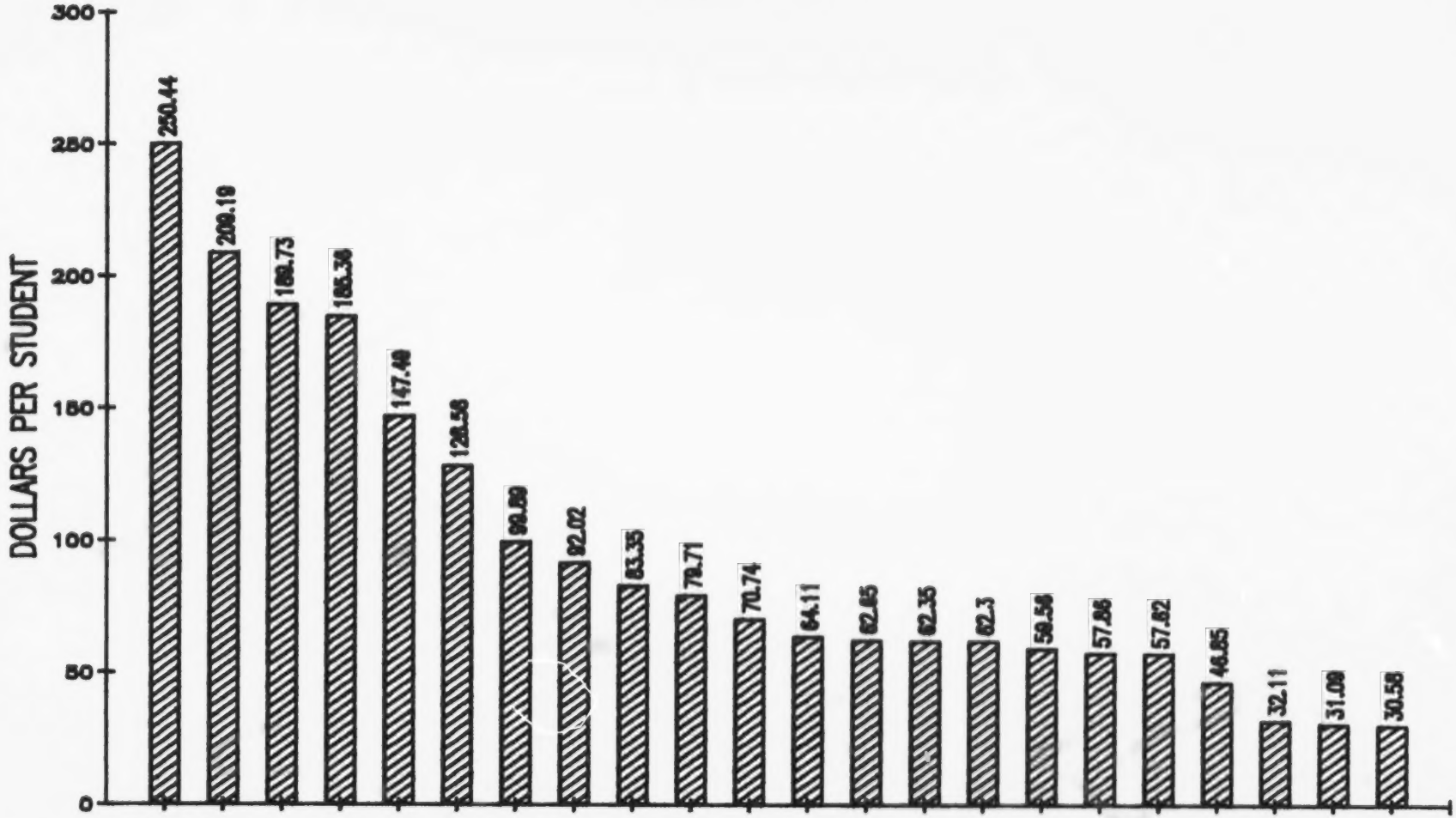
FINANCIAL AID SPENDING PER STUDENT IN PUBLIC FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION 1985-86

RANK	STATE	FINANCIAL AID DOLLARS 1985-86[a]	FALL 1985 HEADCOUNT ENROLLMENT[b]	DOLLARS PER STUDENT
1	New York	80,272,500	320,520	$250.44
2	New Jersey	27,388,200	130,925	$209.19
3	Illinois	35,525,580	187,244	$189.73
4	Pennsylvania	35,101,542	189,369	$185.36
5	Vermont	2,243,277	15,210	$147.49
6	Minnesota	16,368,000	127,303	$128.58
7	Massachusetts	11,043,610	110,562	$99.89
8	Indiana	146,595,993	159,304	$92.02
9	Oregon	4,971,565	59,647	$83.35
10	California	36,963,266	463,726	$79.71
11	Colorado	7,111,960	100,538	$70.74
12	West Virginia	3,679,892	57,404	$64.11
13	Washington	4,881,524	77,923	$62.65
14	Wisconsin	9,633,931	154,502	$62.35
15	Michigan	14,268,000	229,020	$62.30
16	Arkansas	3,212,157	53,933	$59.56
17	Rhode Island	1,317,667	22,772	$57.86
18	Ohio	15,012,914	260,541	$57.62
19	Tennessee	4,751,915	101,430	$46.85
20	Connecticut	1,858,314	57,870	$32.11
21	Kentucky	2,706,560	87,069	$31.09
22	FLORIDA	4,474,661	146,336	$30.58
23	North Carolina	2,939,880	128,731	$22.84
24	Georgia	2,310,423	114,619	$20.16
25	Virginia	2,461,868	141,380	$17.41
26	Arizona	1,343,302	84,119	$15.97
27	North Dakota	328,692	27,535	$11.94
28	South Dakota	275,969	23,339	$11.82
29	Idaho	305,214	28,545	$10.69
30	Montana	294,750	28,503	$10.34
31	Kansas	733,799	83,947	$8.74
32	Texas	2,889,916	371,035	$7.79
33	Louisiana	979,822	138,235	$7.09
34	Alabama	618,848	104,676	$5.91
35	Utah	255,378	50,281	$5.08
36	Iowa	308,930	69,943	$4.42

a SOURCE: National Association of State Scholarship and Grant Programs through the Pennsylvania Higher Education Assistance Agency. (Data for remaining states was not available).

b SOURCE: National Center for Educational Statistics

FINANCIAL AID SPENDING PER STUDENT IN PUBLIC FOUR–YEAR INSTITUTIONS OF HIGHER EDUCATION 1985–86



1985-86
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Input

Name of Indicator 11: Appropriations Per Headcount Student*

Definition of Indicator: Adequate funding is essential to support academic programs of excellence. Without adequate funding, an institution cannot acquire the type of faculty members, equipment, facilities, and library support necessary to achieve the institution's academic goals. Stable and adequate funding will allow the universities to develop a high level of program quality with the assurance that once the quality has been achieved it can be maintained.

Analysis: Student headcount is used in this analysis instead of full-time equivalent (FTE) students in order to make national comparisons since there is no nationally uniform standard definition for FTE. The analysis for the 1985-86 academic year is attached.

The age of institutions in the SUS, the discipline mix, and the requirement for a year-round operation affect the cost of programs in the SUS. One should note that Florida's University System operates year round with three full academic terms per year, while most other states operate on the basis of a nine-month schedule of two semesters with very limited summer offerings. Accordingly, Florida's SUS appropriations are used fairly equally over 11¼ months of full-scale activity, whereas most other state systems' appropriations are used over only nine months of full scale activity.

Rank of Florida on Indicator: During the 1985-86 academic year Florida ranked 10th out of 50 states included in the analysis.

Comparison With Previous Reports: In 1981-82, Florida's national rank was ninth. In 1984-85, Florida's rank was eleventh and in 1985-86, tenth. In 1981-82, Florida appropriated approximately $3,905 per student. In 1984-85, this appropriation increased to $4,444 per student and to $4,848 in 1985-86.

Florida experienced a decline then an upward trend on this indicator during the past five years and remains in the upper quartile of the states on this indicator.

Source of Data: M. M. Chambers and the National Center for Education Statistics.

*Original SUS Upper Quartile Measure.

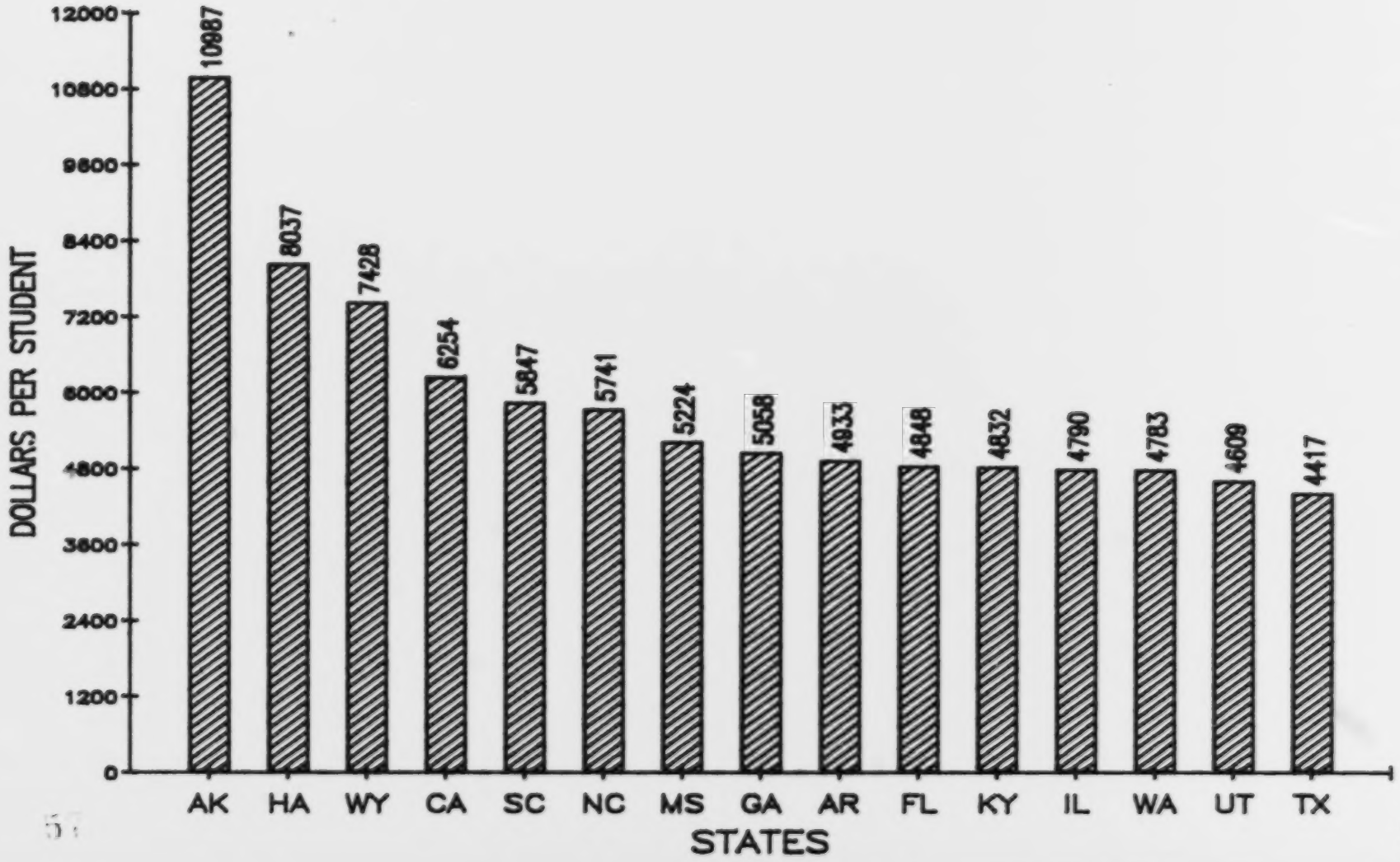
Ind.11

APPROPRIATIONS PER STUDENT HEADCOUNT
IN PUBLIC FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION 1985-86

RANK	STATE	1985-86 APPR IN THOUSANDS	1985 FALL HEADCOUNT	AVE $/STU
1	Alaska	115,619,000	10,523	10,987
2	Hawaii	186,804,000	23,243	8,037
3	Wyoming	75,194,000	10,123	7,428
4	California	2,900,146,000	463,726	6,254
5	South Carolina	403,993,000	69,098	5,847
6	North Carolina	739,011,000	128,731	5,741
7	Mississippi	274,543,000	52,558	5,224
8	Georgia	579,709,000	114,619	5,058
9	Arkansas	266,027,000	53,933	4,933
10	Florida	709,464,000	146,336	4,848
11	Kentucky	420,733,000	87,069	4,832
12	Illinois	896,856,000	187,244	4,790
13	Washington	372,736,000	77,923	4,783
14	Utah	231,742,000	50,281	4,609
15	Texas	1,638,742,000	371,035	4,417
16	Arizona	371,291,000	84,119	4,414
17	Alabama	454,547,000	104,676	4,342
18	New Mexico	221,792,000	51,252	4,327
19	North Dakota	117,940,000	27,535	4,283
20	Iowa	294,859,000	69,943	4,216
21	Virginia	569,764,000	141,380	4,030
22	Louisiana	551,069,000	138,235	3,986
23	Oregon	235,939,000	59,647	3,956
24	New Jersey	511,284,000	130,925	3,905
25	Michigan	891,939,000	229,020	3,895
26	Maryland	401,730,000	104,065	3,860
27	Massachusetts	424,489,000	110,562	3,839
28	New York	1,227,683,000	320,520	3,830
29	Tennessee	379,199,000	101,430	3,739
30	Connecticut	214,791,000	57,870	3,712
31	Kansas	310,529,000	83,947	3,699
32	Oklahoma	336,963,000	91,995	3,663
33	Minnesota	463,289,000	127,303	3,639
34	Indiana	576,453,000	159,304	3,619
35	Idaho	101,591,000	28,545	3,559
36	Wisconsin	548,771,000	154,502	3,552
37	Missouri	391,553,000	110,979	3,528
38	Rhode Island	80,103,000	22,772	3,518
39	Montana	99,632,000	28,503	3,495
40	Nebraska	191,473,000	55,077	3,476
41	Pennsylvania	645,665,000	189,369	3,410
42	Delaware	68,432,000	20,452	3,346
43	West Virginia	191,988,000	57,404	3,345
44	Nevada	69,227,000	21,292	3,251
45	Ohio	805,933,000	260,541	3,093
46	Colorado	297,633,000	100,538	2,960
47	Maine	83,035,000	28,685	2,895
48	Vermont	35,469,000	15,210	2,332
49	New Hampshire	38,968,000	20,574	1,894
50	South Dakota	37,233,000	23,339	1,595

Source of Data: M. M. Chambers, Professor of Educational Administration, Illinois State University.

APPROPRIATIONS PER HEADCOUNT STUDENT IN PUBLIC FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION 1985-86



1985-86
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Input

Name of Indicator 12: Number of Endowed Chairs*

Definition of Indicator: The Florida Endowment Trust Fund for Eminent Scholars Act, which provides that the State put $400,000 into an endowed chair for each $600,000 of private funds raised, furnishes an excellent way for the State University System institutions to attract the best faculty members available and thus raise the quality of their education and research programs. The more of these endowed chairs established, the higher the quality of the institution.

Analysis: During the 1985-86 academic year, the State Universities had the following total number of endowed chairs through the Eminent Scholars Program.

	Fully Funded		Grants Pledged or in Process	
	1984-85	1985-86	1984-85	1985-86
University of Florida	16	20	20	19
Florida State University	3	7	13	8
Florida A & M University	0	0	3	3
University of South Florida	3	7	22	18
Florida Atlantic University	7	7	0	0
University of West Florida	1	1	1	1
University of Central Florida	2	2	3	6
Florida International University	0	1	3	4
University of North Florida	0	0	3	3
State University System Total	32	45	68	62

Rank of Florida on Indicator: No comparable national data are available. This indicator is intended to show improvement within the State University System from year to year.

Comparison With Previous Reports: During 1985-86, thirteen additional chairs were fully endowed, while chairs in the process of being funded were reduced by six. The number of endowed chairs has more than doubled since 1981-82 when the number of endowed chairs for the SUS was 23.

Source of Data: 1985-86 State University System Fact Book

*Original SUS Foundational Measure.

1985-86
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Input

Name of Indicator 13: Number of Full-Time Scientists and Engineers Employed at Public Universities*

Definition of Indicator: The SUS is committed to support the growth and development of the high technology field. Without a strong foundation in the sciences and engineering, the teaching, research, and public service necessary to support the growth of high technology will not be available to meet the state's development goal.

Analysis: The National Science Foundation releases periodic reports on academic science and engineering. One of the survey tables in this publication will allow the BOR staff to determine the rank order of states on the basis of the number of employed full-time scientists and engineers at public universities. The survey will be conducted every two years beginning with the 1984-85 academic year.

Rank of Florida on Indicator: Florida is ranked ninth in the nation on this indicator. However, it should be noted that the analysis is limited to only those public universities which grant doctoral degrees. A table is attached showing the upper quartile states and the number of scientists and engineers they employ.

Comparison With Previous Reports: For academic year 1981-82, Florida was ranked ninth on this indicator. In January 1984, Florida was reported to have 4,111 scientists and engineers employed full-time at public doctorate-granting universities, with a national rank of ninth.

Comparable data for January 1985, the most recent information available at the time of this report, indicates that Florida's national rank increased to eighth, with 4,345 scientists and engineers employed full-time at public doctorate-granting institutions. Florida is still in the upper quartile on this measure, and its rank has improved slightly.

Source of Data: Academic Science/Engineering: Scientists and Engineers, January 1984 (Table B-48) and January 1985 (Table B-52); National Science Foundation.

*Original SUS Upper Quartile Measure.

Ind.13

NUMBER OF FULL-TIME SCIENTISTS AND ENGINEERS EMPLOYED AT PUBLIC DOCTORATE-GRANTING INSTITUTIONS

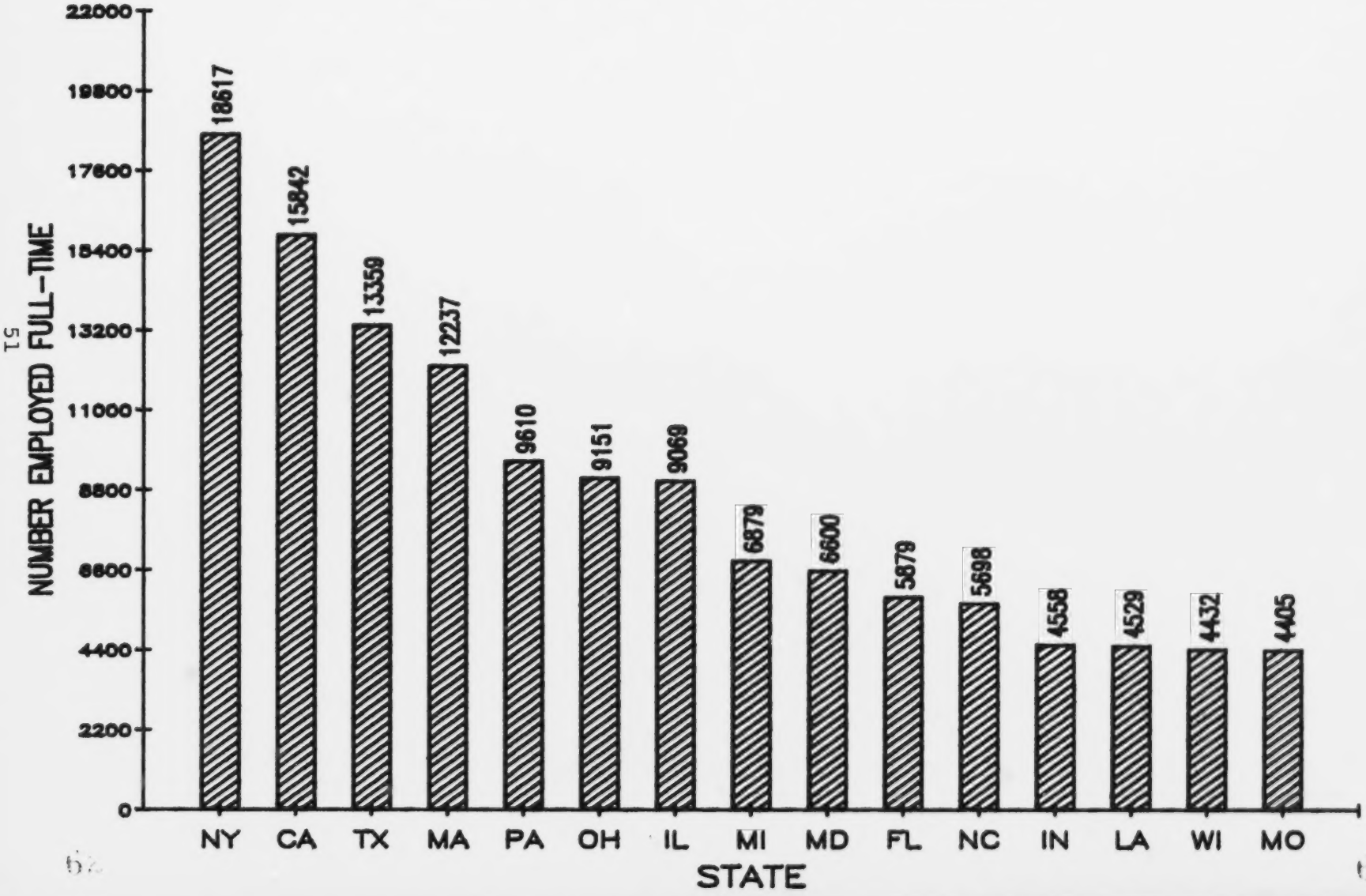
January 1985

	1985 Rank	Number Employed
1.	New York	18,617
2.	California	15,842
3.	Texas	13,359
4.	Massachusetts	12,237
5.	Pennsylvania	9,610
6.	Ohio	9,151
7.	Illinois	9,069
8.	Michigan	6,879
9.	Maryland	6,600
10.	FLORIDA	5,879
11.	North Carolina	5,698
12.	Indiana	4,558
13.	Louisiana	4,529
14.	Wisconsin	4,432
15.	Missouri	4,405

Note: As of January 1984, the NSF has limited its survey to institutions which grant doctoral degrees. Thus, the data reported previous to January 1984 may not directly compare in terms of apparent growth or decline.

Source: Academic Science/Engineering: Scientists and Engineers, January 1985, National Science Foundation.

SCIENTISTS AND ENGINEERS EMPLOYED FULL–TIME AT PUBLIC INSTITUTIONS, JANUARY 1985



1986-87
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Process

Name of Indicator 14: Specialized or Programmatic Accreditation*

Definition of Indicator: Accreditation is the long-standing and accepted method which provides external and impartial judgment about the quality of programs offered by an institution. Those programs for which accreditation is deemed to be appropriate shall achieve the standards for accreditation of the recognized accreditation bodies.

Within the State University System (SUS) of Florida there is a consensus that accreditation is essential for programs in the following disciplines:

Architecture and related programs
Engineering
Health Services
Home Economics
Law
Library Science
Chemistry
Psychology
Social Work

Accreditation is desirable and should be obtained as resources become available in the following areas:

Business
Journalism
Public Administration

Analysis: Attached is a listing of the accreditation status of professional schools and specialized programs within the State University System of Florida which was updated in July 1987.

Rank of Florida on Indicator: No comparable national data are available. This indicator is intended to show improvement within the State University System of Florida from year to year.

*Original SUS Foundational Measure

Ind.14

Comparison With Previous Reports:

Initial accreditations announced in 1986-87 include the following programs:

FAMU	Bachelor of Science in Respiratory Therapy
FAMU/FSU	Bachelor's program in Civil Engineering
	Bachelor's program in Electrical Engineering
	Bachelor's program in Mechanical Engineering
FSU	Master's program in Public Administration
UNF	Bachelor's program in Computer Science
	College of Education and Human Services
UWF	Bachelor's program in Medical Technology
	Department of Communication Arts

With the 1985-86 report a new format was used in order to differentiate between those accreditations which apply to administrative units such as schools and colleges and those which apply to a specific degree program and a specific degree level. The accrediting agencies listed are the most prominent ones which accredit professional schools and specialized programs. Each of the universities are accredited separately as institutions by the Southern Association of Colleges and Schools.

Source of Data: Survey of Individual Institutions, July 1987.

ACCREDITATION STATUS, JULY 1987

LEGEND FOR ACCREDITATION STATUS

A = Accredited, multiple programs involved
B = Accredited Bachelor's program
M = Accredited Master's program
S = Accredited Specialist's program
P = Accredited Professional program
D = Accredited Doctoral program

* = Approved program (not accredited)
(blank) = Program for which this accreditation is applicable does not exist at the institution.
N = Program for which this accreditation is applicable exists at the institution but was not accredited as of July 1987.

Accrediting Agency	College/Schl/Program	CIP	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF
Soc of Am Foresters (prof schools)	Schl of Forest Res	03.0501	A								
Nat Architecture Accr Bd (1st prof prog)	Arch	04.0201	M		B,M						
American Planning Assoc	Urban/Regional Plan	04.0301	M	M							
Fndtn for Interior Des Ed & Res (2/3 yr, B/M)	Interior Design	04.0501	B	B						N	
Amer Soc Landscape Arch (prof prog)	Landscape	04.0601	B,M							N	
Amer Assmb Coll Schs of Business (B/M prog)	Coll of Business	06.		B,M	N	B,M	B,M	N			B,M
	Business	06.0101	B,M						B,M	B,M	
	Schl of Acctng Accounting	06.0201	B,M			B,M				B,M	
Natl Assoc of Public Aff & Administration	Public Admin	44.0401		M			M	M		M	
Accr Council on Ed in Journalism & Mass Comm (undergrad Prof Prog)	Journalism	09.0401	B		B	B		B,M			
	Communications	09.0101	M			B		B,M			
	Public Relations	09.0501				B					
Computer Science Accred Commission	Computer Science	11.0101		N							B
Nat Council for Accr of Teacher Ed (B and higher)	College of Ed/ Teacher Ed Prog	13.	A	A	A	N	A	N	N	N	A
	Ed. Leadership	13.0401						M			
	Ed Media Specialist	13.0501							B		
Accr Bd for Eng & Tech	Coll of Engineering	14.	A	A	A	A	A		B		
	Computer Science	14.0901				N					
	Civil/Environ Eng	14.0801								B	
	Electrical Eng	14.1001								B	
Amer Counc for Construct Ed (B prog)	Eng Tech	15.0000				N			B		
	Build Constr	15.0103	B		N					B	
Natnl Assn for Industrial Tech (B prog)	Industrial Tech	15.0603						N			

ACCREDITATION STATUS, JULY 1987

LEGEND FOR ACCREDITATION STATUS

A = Accredited, multiple programs involved
B = Accredited Bachelor's program
M = Accredited Master's program
S = Accredited Specialist's program
P = Accredited Professional program
D = Accredited Doctoral program

* = Approved program (not accredited)
(blank) = Program for which this accreditation is applicable does not exist at the institution.
N = Program for which this accreditation is applicable exists at the institution but was not accredited as of July 1987.

Accrediting Agency	College/Schl/Program	CIP	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF
AMA Comm on Allied Health Ed & Accr (prof Prog)											
. Med Lab Tech											
. Med Assistant											
. Med Records	Med Records	18.0703			B				B	B	
. Med Tech	Med Tech	17.0310	B	N		B	B	B	B	B	
. Occ Therapy	Occupational Ther	17.0807	B							B	
. Physical Ther	Physical Therapy	17.0813			B					B	
. Physician's Asst	Physician Assist	17.0508	B								
	Respiratory Ther	17.0818			B				B		
	Radiologic Tech	17.0209							B		
Accr Bur of Health Ed Schools (prof prog)											
. Med Asst											
. Med Lab Tech											
Amer Physical Therapy Assn (prof prog)	Physical Therapy	17.0813	B								
Council on Rehab Ed (M)	Rehab Counsel	17.0407	M	M		M					
Am Speech/Lang/Hearing Assn (M in Spch Path/Aud)	Speech Path/Audio	13.1012	M								
	Speech Path/Audio	18.0103		M		M			N		
Comm on Accr of Dental & Dnt Aux Ed prog (DDS/DMD)	Coll of Dentistry	18.0401	A								
Accr Comm on Ed of Health Services Adm (grad prog)	Health/Hosp Admin	18.0701	M		N					N	
Liaison Comm on Med Ed (MD & basic med sci prog)	Coll of Medicine	18.1001	A			P					
Nat League for Nursing (B & up, tech & diploma)	Nursing	18.1101	B,M	B	B	B,M	B	B	B	B	B
Am Coun on Pharm Ed (B & D prog)	Pharmacy	18.1401	B,P		B,P						
Coun on Ed for Public Health (grad schls)	Public Health	18.2201				M,D				N	
Amer Vet Med Assn (DVM & VMD prog)	Medicine	18.2401	P								

ACCREDITATION STATUS, JULY 1987

LEGEND FOR ACCREDITATION STATUS

A = Accredited, multiple programs involved
B = Accredited Bachelor's program
M = Accredited Master's program
S = Accredited Specialist's program
P = Accredited Professional program
D = Accredited Doctoral program

* = Approved program (not accredited)
(blank) = Program for which this accreditation is applicable does not exist at the institution.
N = Program for which this accreditation is applicable exists at the institution but was not accredited as of July 1987.

Accrediting Agency	College/Schl/Program	CIP	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF
Am Home Ec Assn (undrgrd)	Home Economics	19.0100		B							
Am A Mar & Fly Therapists	Interdiv. Program	19.0704		D							
Am Dietetic Assn	Food Sci/Human Nutr	02.0301	M								
(Coordinated B prog)	Dietetics	19.0503	B	B*						B	
Am Bar Assn & Assc of Am Law Schls (prof schl)	Coll of Law	22.0101	P	P							
Am Library Assn (M prog)	Library Sci	25.0401		M		M					
Natl Rec & Park Assn	Recreation	13.1314	B								
	Leisure Serv	31.0301	B							N	
Am Chemical Soc (undrgrd prof prog)	Undergrad Chemistry	40.0501	B	B	N	B	B	B	B	B	
Am Psycholog Assn	Counseling Psych	42.0601	D								
(D prog for prof pract)	Clinical Psych	40.0101	D			D					
	Psychology	42.		D	N						
Coun on Social Work Ed (B & M prog)	Social Work	44.0701	B,M	B,M	B	B,M	B	B	B	B,M	
Nat Assn/Schls of Dance	Theatre	50.0501	N		N						
	Dance	50.0301		B,M		N					
Nat Assn/Schls of Theatre	Theatre	50.0501	N	B,M,D		N		N		N	
Nat Assn/Schl Art & Desgn											
(offer prof prep)	Art	50.0402	N								
	Art	50.0701	N			N		N		N	
Nat Assn/Schls of Music	Music	50.0902	B,M					B			
(postsec schls music)	Music	50.0903	B,M						N		
	Music	13.1312	B,M								
	Music	50.0900		B,M,D	N	N	B		B		
	Music	50.0901								N	

1986-87
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Process

Name of Indicator 15: Student FTE/Faculty FTE Ratios*

Definition of Indicator: The student-faculty ratio provides an indication of the quality of academic programs offered at a university. A student must have the ability to interact with the faculty. If a university has a poor student-faculty ratio, it may be inferred that instruction and advisement are probably suffering due to an over-burdened faculty.

In the State University System of Florida, on an annual basis, forty undergraduate student credit hours (SCH) equal one undergraduate full-time equivalent (FTE) student. The total number of undergraduate SCHs divided by 40 equals the annual undergraduate student FTE. Likewise, 32 graduate SCHs equal one graduate student FTE. Annually, the total number of graduate SCHs divided by 32 equals the total graduate student FTE.

A faculty FTE is the full-time academic activity (instruction, research and student advisement) of a faculty member for nine months.

Analysis: The analysis of the overall ratios during the 1986-87 academic year is attached.

Rank of Florida on Indicator: No comparable national data are available. This indicator is intended to show improvement within the State University System of Florida from year to year.

Comparison With Previous Reports: In 1981-82, the Student FTE/Faculty FTE ratio was 15.33 for the SUS. In 1984-85, the Student FTE/Faculty FTE ratio was 15.70. A significant decrease occurred for the 1985-86 academic year when the Student FTE/Faculty FTE ratio was reduced to 14.23. In 1986-87, the ratio was reduced further to 13.90. This decrease may be seen as positive evidence of lower class sizes and more faculty/student interaction.

Source of Data: Student Data Course File Enrollment Reports and Educational and General Control Sheets.

*Original SUS Foundational Measure.

Ind. 15

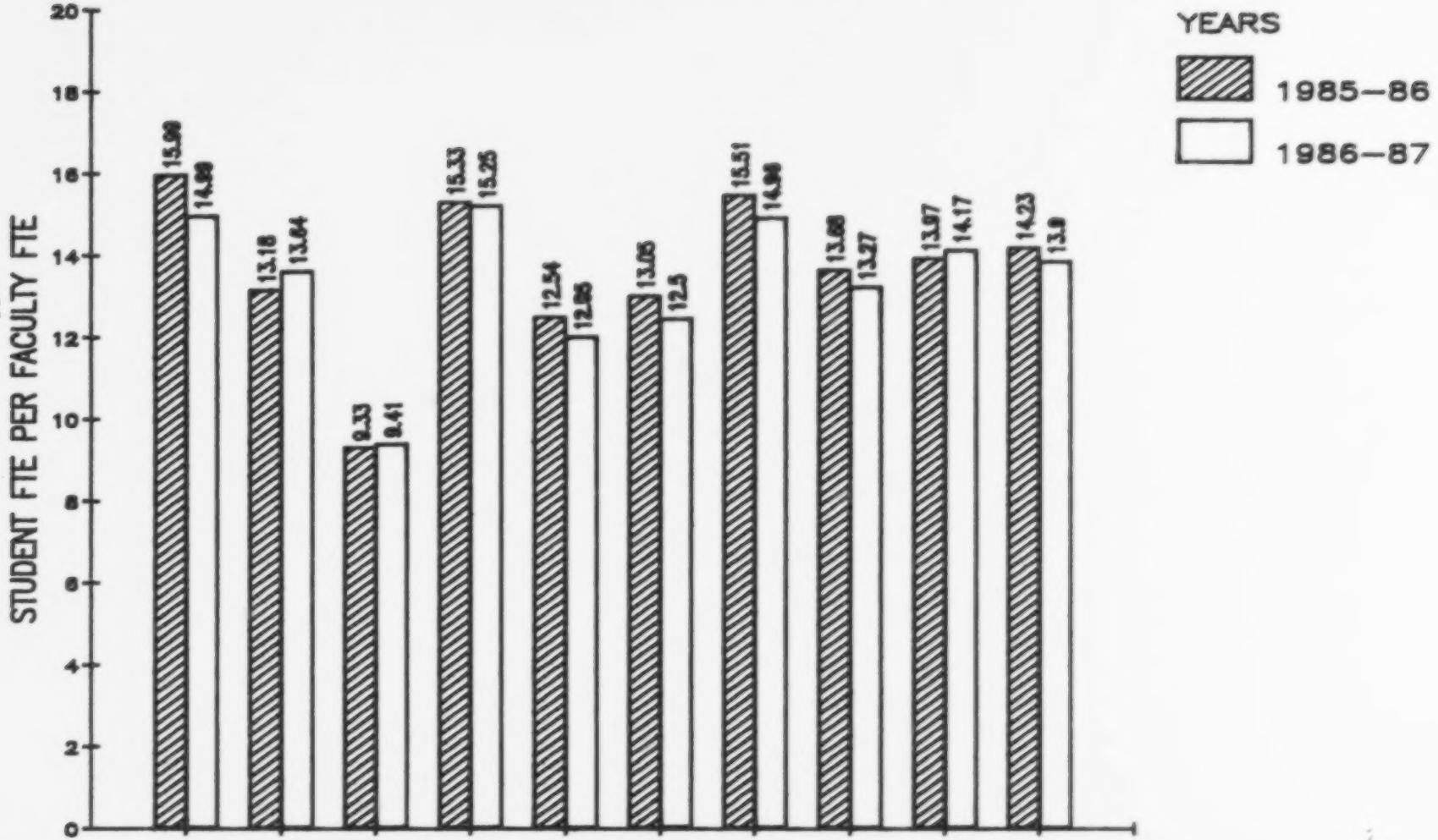
STATE UNIVERSITY SYSTEM OF FLORIDA
STUDENT FTE/FACULTY FTE RATIOS
(EDUCATIONAL AND GENERAL)
1986-87

	Faculty FTE Positions[a]	Student Annual FTE[b]	Student FTE Per Faculty FTE
University of Florida	1,497.48	22,447	14.99
Florida State University	1,128.14	15,391	13.64
Florida A&M University	399.35	3,758	9.41
University of South Florida	1,021.64	15,578	15.25
Florida Atlantic University	448.89	5,409	12.05
University of West Florida	272.97	3,411	12.50
University of Central Florida	624.93	9,352	14.96
Florida International University	649.37	8,616	13.27
University of North Florida	227.39	3,221	14.17
State University System	6,271.16	87,183	13.90

[a] Source: Educational and General Control Sheets, Final Allocation Amendment Package, July 23, 1987

[b] Source: Student Data Course File Enrollment Reports

STUDENT FTE/FACULTY FTE RATIOS
(EDUCATION AND GENERAL)
1985–86 and 1986–87



1984-85
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Process

Name of Indicator 16: Research Library Rank*

Definition of Indicator: Faculty members and students are dependent on their ability to have access to a wide variety of information. While total volumes are an important measure of library quality, other factors also determine the strength of library support for the academic process.

The Association of Research Libraries (ARL) annually provides rankings of member research libraries. Prior to 1984-85, rankings were based upon ten factors or measures of library size. Beginning with 1984-85, rankings are to be based on the number of volumes held.

Analysis: The attached analysis is based upon the Association of Research Libraries ranking of individual university research libraries during the 1985-86 academic year. The states are rank ordered on the basis of the highest ranked public university research library found in each state.

The extent and ranking of research libraries is largely a function of the age of the library and the amount of funds available each year for new acquisitions. In order to achieve a comparable rank, newer research libraries, such as those in the State University System (SUS) of Florida, must acquire in a short amount of time what older, higher ranked libraries have accumulated over many years. The goal of the SUS is to improve the research libraries of the University of Florida, Florida State University, and the University of South Florida to such a level that they will all fall into the upper quartile of public ARL ranked member libraries.

Rank of Florida on Indicator: Florida was ranked fourteenth out of the 36 states with public university research libraries. Florida'a rank was based on the University of Florida research library's rank of 19th of all public university research libraries. Florida State University's research library was ranked 49th and the University of South Florida's library was not ranked.

*Original SUS Upper Quartile Measure

Ind.16

Comparison With Previous Reports: On the basis of rankings provided by the ARL, Florida's national rank increased after a history of decline. However, there was a change in method for determining ranks beginning with 1984-85. The 1984-85 ranks compared to the 1985-86 ranks show that Florida's rank improved from 16th to 14th place, but the rank of UF remained at 19. FSU's rank dropped from 46 to 49.

These ranks can be compared to the 1981-82 ranks when the overall rank for Florida was 16, UF was ranked 19 and FSU was ranked 44. On this indicator, Florida has experienced a slight overall increase in rank but has failed to move into the upper quartile.

ARL Ranking

	81-82	82-83	83-84	84-85	85-86
University of Florida	19	20	25	19	19
Florida State University	44	56	57	46	49
Florida (Based on highest ranked university research library in each state.)	16	17	19	16	14

Source of Data: Chronicle of Higher Education May 21, 1986.

Ind.16

ASSOCIATION OF RESEARCH LIBRARY RANKING (ARL) OF THE UPPER QUARTILE OF STATES WITH PUBLIC UNIVERSITY RESEARCH LIBRARIES IN THE USA BASED ON THE HIGHEST RANKED INSTITUTION WITHIN EACH STATE
1985-86

State Rank		Institution Rank	
1.	California	1.	University of California at Los Angeles
		2.	University of California at Berkeley
		13.	University of California at Davis
		22.	University of California at San Diego
		28.	University of California at Santa Barbara
		45.	University of California at Irvine
		56.	University of California at Riverside
2.	Illinois	3.	University of Illinois
		35.	Southern Illinois University
3.	Texas	4.	University of Texas
		31.	Texas A & M University
		44.	University of Houston
4.	Washington	5.	University of Washington
		50.	Washington State University
5.	Wisconsin	6.	University of Wisconsin
6.	Minnesota	7.	University of Minnesota
7.	North Carolina	8.	University of North Carolina
		53.	North Carolina State University
8.	Ohio	9.	Ohio State University
		30.	University of Cincinnati
		58.	Kent State University
9.	Pennsylvania	10.	Pennsylvania State University*
		11.	University of Pennsylvania
		37.	Temple University*
		n/a	University of Pittsburgh

The schools listed above are in the First Quartile

LIBRARY RANKING (Cont'd.)

State Rank	Institution Rank
10. North Carolina	11. University of North Carolina*
	61. North Carolina State University
11. Arizona	13. University of Arizona
	32. Arizona State University
12. Virginia	14. University of Virginia
	53. Virginia Polytechnic Institute and State University
13. Iowa	15. University of Iowa
	48. Iowa State University
14. Pennsylvania	16. University of Pittsburgh*
	17. Pennsylvania State University*
	38. Temple University
15. Kansas	18. University of Kansas
16. Florida	19. University of Florida*
	46. Florida State University*
17. Georgia	20. University of Georgia
	36. Georgia Institute of Technology
18. New York	21. State University of New York at Buffalo
	54. State University of New York at Stony Brook
	63. State University of New York at Albany

The schools listed above are in the Second Quartile

Only 36 states are included in the ARL Ranking as having public university research libraries; therefore, the upper quartile is comprised of nine states.

Note: Libraries were listed according to number of volumes. Beginning this year, the ARL is no longer publishing its ranking of libraries based on the index that weighted volumes held, expenditures, etc. Institutions were asked to report for main campuses except those with a *.

Source: Chronicle of Higher Education, May 21, 1986.

1985-86
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Process

Name of Indicator 17: Progress Toward the Faculty and Administrator Goals of the State Plan for Equal Access and Equal Opportunity*

Definition of Indicator: The stated employment goal for the State University System is to achieve Black/White proportions in each employment category in public higher education in Florida which approximate the Black/White proportions in the appropriate pools from which institutions obtain their employees.

There are three employment categories.

1. The State University System commitment for employment of nonacademic personnel is to achieve a proportion of Black nonacademic personnel (HEW Job Category) at each institution and on the Board of Regents staff which approximates the proportion of Blacks with the required skills in the Relevant Labor Market.

   The goal for nonacademic personnel is the 12.7 percent index which represents the Black proportion of Florida's total 1976 population (Bureau of Economic and Business Research, University of Florida).

2. The System Goal for positions requiring the doctoral degree is to maintain a proportion of Black faculty and administrators at each institution and on the Board of Regents staff which, at a minimum, approximates the percent of Blacks in the nationwide doctoral degree work force.

   Black representation in the doctoral degree work force is approximately 2.1 percent according to the most recent National Research Council and Colorado Study data.

*Original SUS Foundational Measure

Ind.20

STATE UNIVERSITY SYSTEM OF FLORIDA
CONTRACT AND GRANT DOLLARS PER FACULTY MEMBER
1985-86

	Dollars Expended[a]	Faculty FTE Positions[b]	Dollars Per FTE Faculty Member
University of Florida	122,292,839	3,188.70	38,352.00
Florida State University	31,266,464	1,105.36	28,286.00
Florida A&M University[c]	9,977,789	375.03	26,605.00
University of South Florida	24,743,761	1,307.06	18,931.00
Florida Atlantic University	4,245,707	418.89	10,136.00
University of West Florida	4,988,922	258.97	19,264.00
University of Central Florida	6,487,811	599.48	10,822.00
Florida International University	5,472,542	624.68	8,761.00
University of North Florida	2,037,551	219.21	9,295.00
State University System	211,513,386	8,097.38	26,121.00

[a] Source: Annual Reports of Contracts and Grants submitted by universities. Dollars exclude student financial aid, administrative services, and other non-research and non-service contracts and grants when identifiable.

[b] Source: 1986-87 Educational and General Control Sheets and Special Unit Control Sheets.

[c] Faculty FTE positions for FAMU includes 36.94 FTE for the FAMU/FSU College of Engineering.

positions not requiring the doctoral degree, the number of Blacks employed increased from 686 to 771. The percentage of Blacks in this employmert category increased from 10.4% to 11.3%. The percentage of Blacks employed by the SUS and BOR is greater than the state goal in each of the three employment categories.

Since 1981-82, the percentage of Blacks in nonacademic positions has decreased from 30.7% to 24.3%. For positions requiring the doctoral degree, the change since 1981-82 was from 4.7% to 5.6%. For administrative, academic, and professional positions not requiring a doctoral degree, the change was from 10.3% to 11.2%. In all three categories, the State University System exceeded its goals for employment of Blacks from the first report on this indicator and has continued to make progress in this area.

Source of Data: Equal Employment Opportunity Commission - Higher Education Staff Information (EEO - 6).

1986-87
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Process

Name of Indicator 18: Progress Toward the Student Goals of the State Plan for Equal Access and Equal Opportunity*

Definition of Indicator: As a goal, the SUS will strive to recruit minority students as freshmen and transfer students at a rate which will equal the proportion of minority students graduating from Florida's secondary schools and community colleges. Financial aid funds will be maintained at a level sufficient to recruit students who are in need and to offset increases in tuition and fees. Studies on minority retention will continue.

Analysis: Three subsets of students entering the SUS as undergraduates were analyzed. The first comparison was made between high school students graduating from Florida public secondary schools and freshmen entering the SUS. While 18.8% of high school students graduating during 1984-85 were Black, only 12.7% of freshmen entering during 1985-86 were Black students. Similarly, 18.7% of the high school students graduating during 1985-86 were Black, while Black students made up 14.0% of the freshmen entering the SUS during 1986-87.

Hispanic students composed 7.7% of 1984-85 high school graduates and 6.3% of the 1984-85 entering freshmen class. In 1985-86 the portion of the state's high school graduates who were Hispanic was 7.6% and the portion of freshmen entering the SUS who were Hispanic was 6.0%.

The second comparison was made between students graduating from Florida community colleges with AA degrees and transfer students entering the SUS with AA degrees. In 1984-85, 5.7% of all AA degree graduates from community colleges were Black, while 5.0% of entering transfers with AA degrees were Black students. During the following year, 5.0% of the students graduating from community colleges with AA degrees were Black, while 5.1% of AA degree transfer students into the SUS were Black.

The proportion of students graduating from community colleges with AA degrees who were Hispanic in 1984-85 (12.9%) exceeded the proportion of transfer students with AA degrees entering the SUS in 1985-86 who were Hispanic (9.9%). During 1986-87, 12.5% of those who graduated with AA degrees were Hispanic and 9.9% enrolling as transfers with AA degrees were Hispanic.

*Original SUS Foundational Measure

The last comparison was made between students graduating from Florida community colleges with AS degrees and students with AS degrees entering SUS institutions. In 1984-85, 7.0% of community college graduates with AS degrees were Black, while Black students composed 7.0% of all transferring students with AS degrees entering the SUS. The proportion of Black transfer students awarded AS degrees in community colleges in 1985-86 was 7.3%. The proportion of Black students transferring into the SUS with AS degrees from community colleges in 1986-87 was 7.9%.

Trends for Hispanic transfer students with AS degrees were similar to those found with Black AS degree transfer students. The proportion of students graduating with AS degrees from a community college who were Hispanic was 6.9% in 1984-85, and 7.7% in 1985-86. The proportion of Hispanic students entering the SUS as AS degree transfer students was 6.5% in 1984-85, and 8.2% in 1986-87.

Rank of Florida on Indicator: No comparable national data base has been identified. This indicator is designed to show improvement within the State University System from year to year.

Comparison With Previous Reports: From 1981-82 through 1985-86, the SUS exceeded its goal in the percent of students who were black transferring from community colleges with AS degrees and fell short of its goals for Black enrollments in the other two categories.

In 1986-87 the State University System exceeded its goal in two of the three categories on this indicator and improved its position in the other category. For the first time, the SUS increased its enrollment of Blacks transferring with AA degrees to a rate that exceeded that of the Black graduates from Florida community colleges. However, while the total number of Blacks enrolled as first-time-in-college students has increased since 1981-82, the number of Black transfer students has decreased. This decrease reflects the decline of the number of Blacks in the potential applicant pools.

Source of Data: State University System Admissions Files
Division of Public Schools
Division of Community Colleges

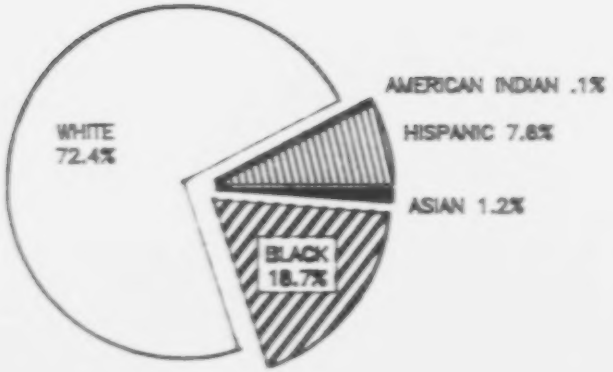
STATE UNIVERSITY SYSTEM OF FLORIDA
1985-86 HIGH SCHOOL GRADUATES IN FLORIDA
COMPARED TO 1986-87 FRESHMEN ENROLLED IN THE SUS

	High School Graduates (1985-1986)[a]		SUS Total First-Time-in-College Freshmen (1986-1987)[b]		Percent of Total Freshmen Enrollment at Each University[b]								
	Percent	(Headcount)	Percent	(Headcount)	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF
Black	18.7%	(15,246)	14.0%	(2,003)	8.5%	6.8%	98.3%	3.9%	5.5%	5.6%	4.5%	6.2%	10.4%
White	72.4%	(58,985)	77.5%	(11,119)	84.3%	88.8%	1.3%	86.2%	82.8%	89.6%	86.0%	41.5%	82.8%
Hispanic	7.6%	(6,204)	6.0%	(866)	4.4%	3.2%	.3%	6.3%	8.6%	1.2%	5.8%	50.0%	1.5%
Asian	1.2%	(1,004)	2.4%	(345)	2.6%	1.2%	.1%	3.6%	3.1%	3.2%	3.7%	2.3%	5.3%
American Indian	.1%	(69)	.1%	(8)	.2%	0.0%	0.0%	0.0%	0.0%	.4%	0.0%	0.0%	0.0%
TOTAL %	100.0%		100.0%		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
(HEADCOUNT)		(81,508)		(14,341)	(4,533)	(3,475)	(1,147)	(2,403)	(325)	(251)	(1,291)	(578)	(338)

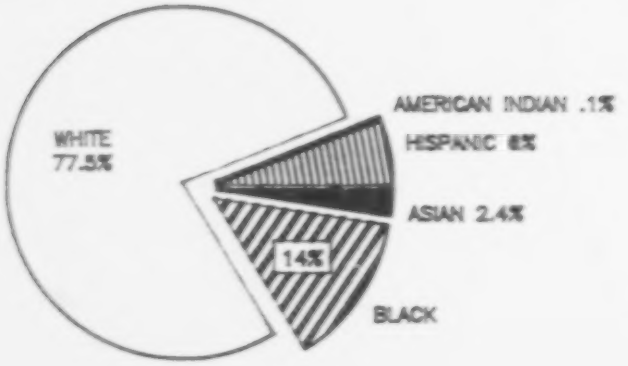
[a]Source: Students in Florida Public Schools.

[b]Source: Admissions File Report - Includes students who were admitted and registered. Excludes other races.

HIGH SCHOOL GRADUATES IN FLORIDA COMPARED TO FRESHMEN ENROLLED IN THE STATE UNIVERSITY SYSTEM



1985–86 HIGH SCHOOL GRADUATES



1986–87 FTIC FRESHMEN

STATE UNIVERSITY SYSTEM OF FLORIDA
1985-86 COMMUNITY COLLEGE GRADUATES WITH AA DEGREES
COMPARED TO 1986-87 COMMUNITY COLLEGE TRANSFERS ENROLLED IN SUS

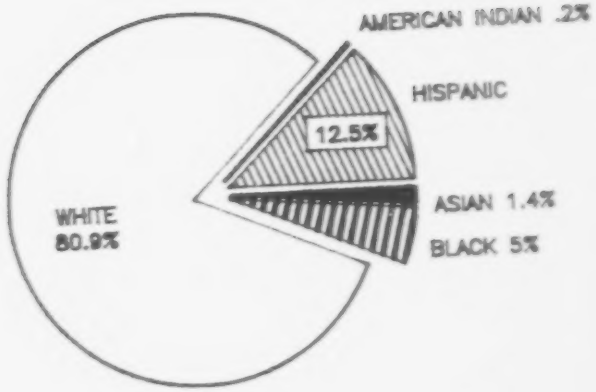
	Community College Graduates with AA Degrees (1985-1986)[a]		Total SUS Community College Transfers with AA Degrees (1986-1987)[b]		Percent of Transfer Enrollment with AA Degrees at Each University[b]								
	Percent	(Headcount)	Percent	(Headcount)	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF
Black	5.0%	(685)	5.1%	(521)	3.5%	4.0%	56.1%	4.3%	4.2%	3.8%	3.7%	8.2%	6.2%
White	80.9%	(11,095)	82.6%	(8,450)	86.2%	90.4%	36.0%	88.9%	85.2%	92.9%	90.9%	38.8%	90.9%
Hispanic	12.5%	(1,713)	9.9%	(1,017)	6.6%	4.1%	6.1%	5.3%	6.8%	1.1%	3.2%	50.7%	2.0%
Asian	1.4%	(188)	2.2%	(219)	3.6%	1.2%	1.8%	1.4%	3.8%	1.9%	2.0%	1.9%	.9%
American Indian	.2%	(28)	.2%	(17)	.1%	.3%	0.0%	.1%	0.0%	.3%	.2%	.4%	0.0%
TOTAL %	100.0%		100.0%		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
(HEADCOUNT)		(13,709)		(10,224)	(1,846)	(1,527)	(114)	(1,910)	(1,069)	(368)	(1,684)	(1,143)	(563)

[a]Source: Division of Community Colleges non-resident aliens.

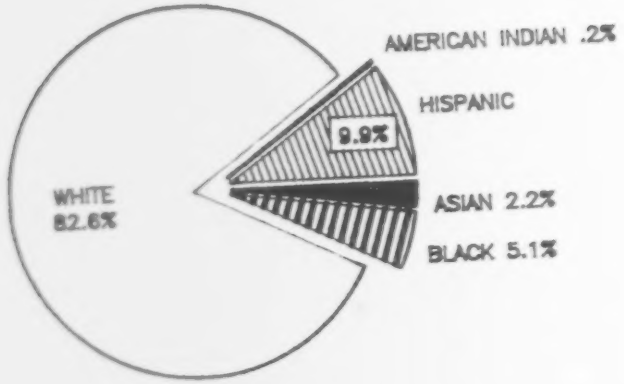
[b]Source: Admissions File Report - Includes students who were admitted and registered.
Excludes other races.

C.COMM COLL TRANSFERS&FTIC

COMMUNITY COLLEGE AA DEGREE GRADUATES COMPARED TO COMMUITY COLLEGE TRANSFER STUDENTS IN THE STATE UNIVERSITY SYSTEM



1985–86 AA DEGREE GRADUATES



1986–87 SUS TRANSFERS WITH AA DEGREE

STATE UNIVERSITY SYSTEM OF FLORIDA
1985-86 COMMUNITY COLLEGE GRADUATES WITH AS DEGREES
COMPARED TO 1986-87 COMMUNITY COLLEGE TRANSFERS ENROLLED IN SUS

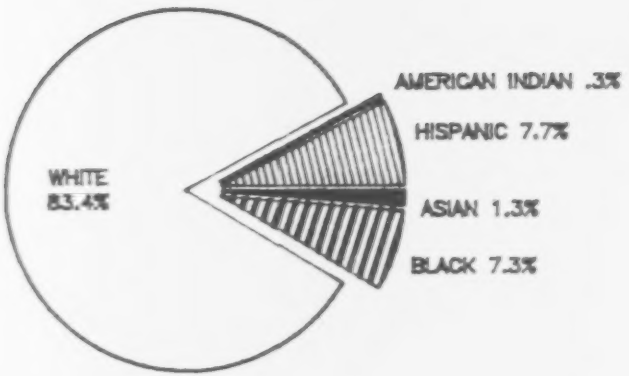
	Community College Graduates with AS Degrees (1985-1986)[a]		Total SUS Community College Transfers with AS Degrees (1986-1987)[b]		Percent of Transfer Enrollment with AS Degrees at Each University[b]								
	Percent	(Headcount)	Percent	(Headcount)	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF
Black	7.3%	(494)	7.9%	(47)	0.0%	13.6%	63.1%	1.1%	4.4%	9.1%	6.0%	7.1%	11.4%
White	83.4%	(5,694)	81.0%	(481)	91.4%	86.4%	15.8%	96.7%	85.3%	83.6%	89.5%	57.6%	81.4%
Hispanic	7.7%	(528)	8.2%	(49)	0.0%	0.0%	21.1%	1.1%	4.4%	5.5%	3.0%	34.3%	0.0%
Asian	1.3%	(86)	2.7%	(16)	8.6%	0.0%	0.0%	1.1%	5.9%	1.8%	1.5%	0.0%	7.2%
American Indian	.3%	(23)	.2%	(1)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%
TOTAL %	100.0%		100.0%		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
(HEADCOUNT)		(6,825)		(594)	(35)	(22)	(19)	(92)	(68)	(55)	(134)	(99)	(70)

[a]Source: Division of Community Colleges. Excludes non-resident aliens.

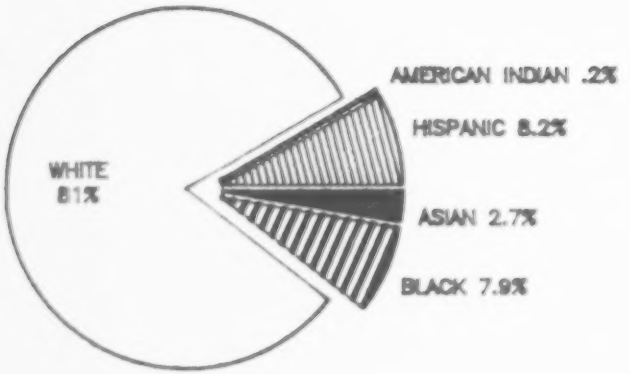
[b]Source: Admissions File Report - Includes students who were admitted and registered. Excludes other races.

C.COMM COLL TRANSFERS&FTIC

COMMUNITY COLLEGE AS DEGREE TRANSFERS COMPARED TO COMMUNITY COLLEGE TRANSFER STUDENTS IN THE STATE UNIVERSITY SYSTEM



1985–86 AS DEGREE GRADUATES



1986–87 SUS TRANSFERS WITH AS DEGREES

1985-86
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Process

Name of Indicator 19: Strengthening Undergraduate Education*

Definition of Indicator: Phi Beta Kappa was founded on December 5, 1776, at the College of William and Mary. In order for an institution to qualify for a Phi Beta Kappa chapter it must meet rigorous standards of quality and program breadth at the undergraduate level. The existence of a Phi Beta Kappa chapter at an institution is a good indicator that the undergraduate program has achieved a measure of excellence.

Analysis: In making a decision to grant a new chapter, the Phi Beta Kappa Committee will consider the elements of strength and of weakness in an institution. The society requires that member institutions emphasize curricula definitely liberal in character and purpose along with adequate instructional offerings in the Arts and Sciences. Phi Beta Kappa holds that a liberal education is not primarily vocational. A liberal education seeks to quicken the mind and spirit by encouraging the full development of human capacities.

SUS institutions will follow Phi Beta Kappa's standards of quality and program breadth in their efforts to strengthen their undergraduate education programs. Each institution, when its leadership believes it has achieved the appropriate curriculum strengths, will request a review for a Phi Beta Kappa chapter by the society. If funds are available to broaden the undergraduate curriculum, each State University System institution will seek a review as soon as it is feasible.

Rank of Florida on Indicator: California has the largest number of Phi Beta Kappa chapters, with ten independent chapters located at public institutions. New York has nine chapters, Ohio has six chapters, and Virginia has four chapters. Michigan, New Jersey and Pennsylvania have three chapters located at public institutions. Florida, along with ten other states, has two chapters within the State University System. Both the University of Florida and Florida State University have Phi Beta Kappa chapters.

Comparison With Previous Reports: Due to the nature of the Phi Beta Kappa review process, new chapter memberships are only awarded every three years. New Chapters were established in other states in 1985 so that New Jersey and Pennsylvania now have more chapters of Phi Beta Kappa than Florida. An approximation of Florida's rank in 1981-84 is 11th among the 50 states. For 1985-88 an estimate of Florida's rank is 13, just below the upper quartile value.

Source of Data: National Office of United Chapters of Phi Beta Kappa.

*Original SUS Foundational Measure.

Ind.19

NUMBER OF PHI BETA KAPPA CHAPTERS LOCATED AT
PUBLIC INSTITUTIONS OF HIGHER EDUCATION
1985-88

State	Number of Phi Beta Kappa Chapters
California	10
New York	9
Ohio	6
Virginia	4
Michigan	3
New Jersey	3
Pennsylvania	3
Arizona	2
Colorado	2
FLORIDA	2
Illinois	2
Indiana	2
Iowa	2
Kansas	2
North Carolina	2
Washington	2
Wisconsin	2
Alabama	1
Arkansas	1
Connecticut	1
Delaware	1
Georgia	1
Hawaii	1
Idaho	1
Kentucky	1
Louisiana	1
Maine	1
Maryland	1
Massachusetts	1
Minnesota	1
Missouri	1
Nebraska	1
New Hampshire	1
New Mexico	1
North Dakota	1
Oklahoma	1
Oregon	1
Rhode Island	1
South Carolina	1
South Dakota	1
Tennessee	1
Texas	1
Utah	1
Vermont	1
West Virginia	1
Wyoming	1

1985-86
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Process

Name of Indicator 20: Contract and Grant Dollars Per Faculty Member*

Definition of Indicator: While all faculty members on contract are expected to do research, a measure that attempts to determine the amount of research and the value of the research is contract and grant dollars per faculty member. Since all universities are competing for these funds, only the best faculty proposals are funded.

Analysis: The 1985-86 academic year information for State University System institutions is attached.

Rank of Florida on Indicator: No national data base concerning contract and grant dollars per faculty member by state has been identified. This indicator is intended to show improvement within the State University System of Florida from year to year.

Comparison With Previous Reports: The average contract and grant dollars per faculty FTE position throughout the SUS increased by $563 from 1984-85 to 1985-86. Five of the nine universities showed increases in average contract and grant dollars per faculty FTE position, while eight institutions showed an increase in total contract and grant dollars expended. Since 1981-82, Florida's average contract and grant dollars per faculty member has increased by 18%. For the same four year period, the overall increase for the system was 61%. Inflation rates, based on the Consumer Price Index account for a 21% increase over the same time span. The net change over the five year period indicates a net decline of 3% in average contract and grant value per faculty member and a net increase in value of 40% in total SUS expenditures for contracts and grants.

Source of Data: Annual Contracts and Grants Reports submitted by the institutions. Educational and General, and Special Units Control Sheets.

*Original SUS Upper Quartile Measure.

Ind.20

STATE UNIVERSITY SYSTEM OF FLORIDA
CONTRACT AND GRANT DOLLARS PER FACULTY MEMBER
1985-86

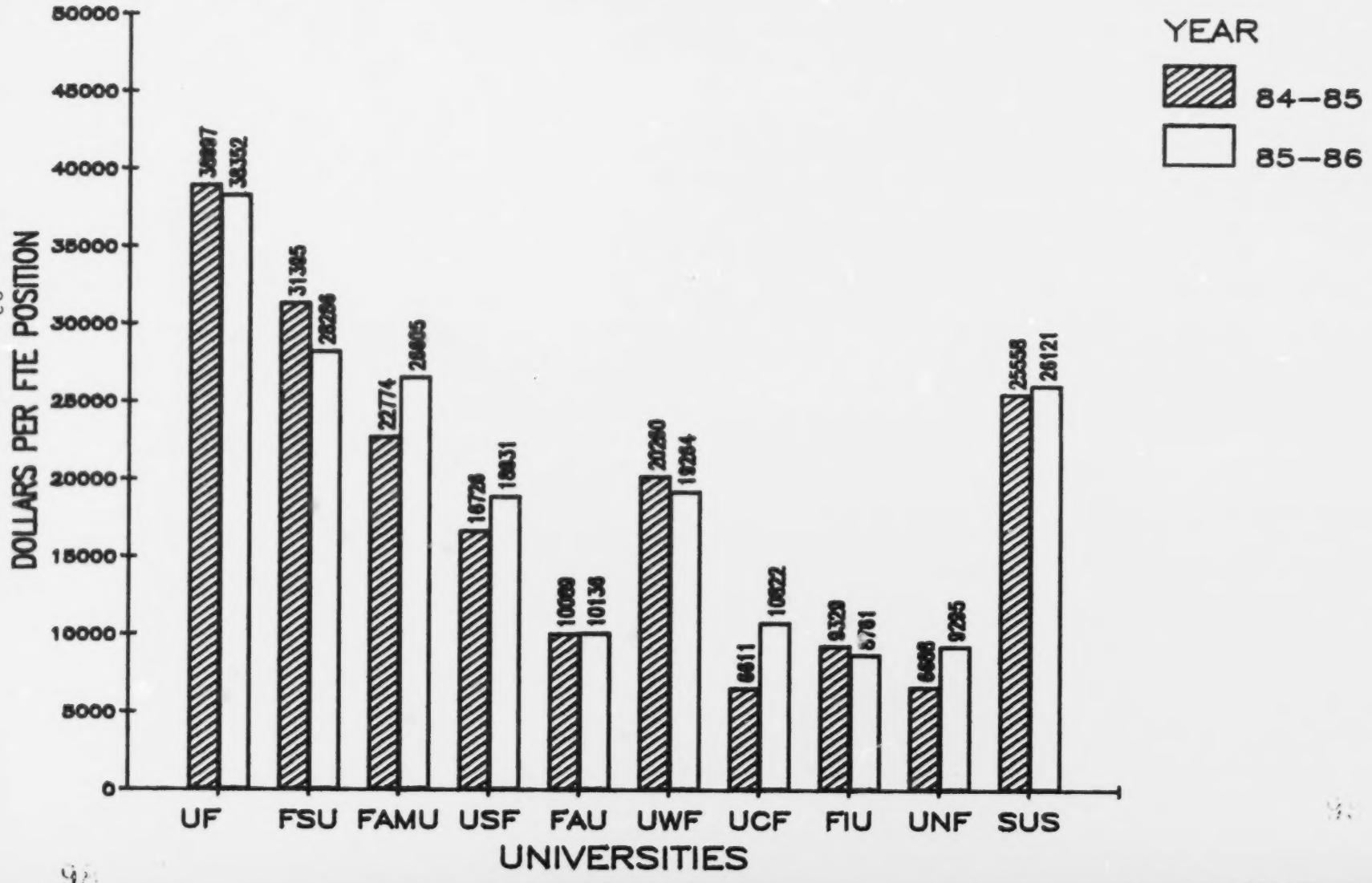
	Dollars Expended[a]	Faculty FTE Positions[b]	Dollars Per FTE Faculty Member
University of Florida	122,292,839	3,188.70	38,352.00
Florida State University	31,266,464	1,105.36	28,286.00
Florida A&M University[c]	9,977,789	375.03	26,605.00
University of South Florida	24,743,761	1,307.06	18,931.00
Florida Atlantic University	4,245,707	418.89	10,136.00
University of West Florida	4,988,922	258.97	19,264.00
University of Central Florida	6,487,811	599.48	10,822.00
Florida International University	5,472,542	624.68	8,761.00
University of North Florida	2,037,551	219.21	9,295.00
State University System	211,513,386	8,097.38	26,121.00

[a] Source: Annual Reports of Contracts and Grants submitted by universities. Dollars exclude student financial aid, administrative services, and other non-research and non-service contracts and grants when identifiable.

[b] Source: 1986-87 Educational and General Control Sheets and Special Unit Control Sheets.

[c] Faculty FTE positions for FAMU includes 36.94 FTE for the FAMU/FSU College of Engineering.

CONTRACT AND GRANT DOLLARS PER FACULTY FTE POSITIONS 1984–85 and 1985–86



1985-86
Academic Year
State University System

INDICATOR REPORT

Type of Indicator: Opinion

Name of Indicator 21: National Rank of Program, School or College*

Definition of Indicator: Attempts to rank programs, schools, or colleges are based mainly upon opinion and are thus highly subjective in nature. They do, however, represent external judgments concerning quality and, as such, should be considered. They do not represent a systematic approach to the assessment of institutional quality.

Analysis (I): The Conference Board of Associated Research Councils, which is composed of the American Council on Education, the National Research Council, and the Social Science Research Council, conducted a national assessment of doctoral programs in biological sciences, mathematics, physical sciences, social and behavioral sciences, and humanities in 1981. Included in this national evaluation was a survey of the reputations of the doctoral programs among faculty members in those fields. In the survey, faculty members were asked to rate:

- The scholarly competence and achievements of faculty members in a stratified random sample of the departments in their field.
- The effectiveness of those departments in educating research scholars and scientists.
- The improvement of the program over the past five years.

For the purpose of determining the relative quality reputations of State University System (SUS) institutions, these faculty ratings of doctoral programs were rank ordered. The ranks of programs at the three SUS institutions included in this study are reported on Table I.

It should be noted that although this survey will not be conducted on an annual basis, this assessment does provide information concerning the relative quality of some doctoral programs in the SUS.

Ind.21

Rank of Florida on Indicator (I): A number of different degree programs were evaluated in each of the 26 disciplines included in this study. The ranks of SUS doctoral programs in a given discipline must be interpreted in relation to the total number of programs evaluated in that discipline. The rank needed by a program to be in the upper quartile of programs ranked is shown. Those SUS programs which ranked in the upper quartile are identified with an asterisk.

Analysis (II): A new report entitled "Ranking the States in Higher Education" by the Center for Policy Studies in Education at George Mason University in Virginia ranks Florida's system of state universities as tenth among the states. This report was based on a survey of 100 presidents of state universities in 44 states who were asked to rank states by the quality of their state universities. Self nominations were excluded from the findings. The nine states in rank order which were ahead of Florida are California, New York, Michigan, North Carolina, Illinois, Texas, Wisconsin, Ohio, and Virginia. In a commentary published as a part of the report, Dr. J. Wade Gilley, who was the Project Director for the study, pointed out that the rankings for states rated fifth through tenth are very close. He said that only six points separate the states ranked fifth through tenth, and that Florida ranks only one point behind ninth ranked Virginia. While this survey reflects only the opinions of presidents of state universities, the perception that Florida is moving toward educational excellence in the State University System is validated by their judgments.

Rank of Florida on Indicator (II): Florida is ranked tenth among the states reputed to have the best universities. This places Florida well within the upper quartile by this measure of excellence.

Analysis (III): As a result of regular Systemwide Program Reviews, each program offered in the SUS institutions is evaluated on a five-year cycle by a committee composed of faculty members and independent consultants. While these evaluations are used primarily for the purpose of program improvement, the conclusions of the review committee provide some indication of the relative quality of each program. Those programs which were judged to be exemplary are shown as Table II. The ratings of seven programs (Classics, English, Pharmacy, Veterinary Science, Agriculture, Dentistry, and Area Studies) were added since last year's report.

Rank of Florida on Indicator (III): No comparable national data base has been identified. The indicator is intended to show improvement within the State University System from year to year.

Ind.21

Analysis (IV): Major attempts to rank order degree programs in a broad array of disciplines using the same methodology at the same time, such as that conducted during 1981-82 by the Conference Board of Associated Research Councils and reported in Analysis I, are very rare. Such massive efforts, if done in objective manner and following accepted research techniques, are usually conducted only once every five to ten years. However, more limited efforts to objectively rank degree programs in individual disciplines are conducted all the time by reputable academic, scholarly and professional organizations.

The information in this third level of analysis includes those events reported by the individual universities from the past year which the institutions feel are indicative of the increasing national stature of their programs. These indicators are reported in Table III.

Rank of Florida on Indicator (IV): This analysis is intended to show the national stature of programs at individual universities and does not lend itself to making comparisons between states.

*Original SUS Foundational Measure.

Table I
State University System of Florida
National Rank of Doctoral Programs
1981-82

Doctoral Programs & Number of Programs Rated	Rank Needed for Upper Quartile	University of Florida			Florida State University			University of South Florida		
		Faculty Quality	Effectiveness	Improvement	Faculty Quality	Effectiveness	Improvement	Faculty Quality	Effectiveness	Improvement
Anthropology (70)	17.5	18.0	26.5	1.0*						
Art History (41)	10.0				39.0	38.0	20.0			
Biochemistry (138)	34.5	72.5	56.0	22.0*						
Botany (83)	21.0	38.0	32.5	19.5*						
Cellular and Molecular Biology (86)										
Biological Science	21.5				53.5	34.5	30.5			
Molecular Biophysics	21.5				53.5	43.0	NA			
Chemistry (145)	36.0	36.5	33.0*	36.0*	36.5	33.0*	65.5	136.0	136.5	99.0
Economics (93)	23.0	44.0	53.5	5.5*	66.5	59.0	56.5			
English (106)	26.5	64.5	64.0	29.0	89.5	92.5	80.0			
French (58)	14.5				57.5	56.5	40.5			
Geography (48)	12.0	38.0	36.5	37.0						
Geosciences (91)	23.0				74.0	71.0	61.0			
History (102)	25.5	66.5	69.0	32.0	83.0	69.0	43.5			
Linguistics (35)	9.0	33.5	33.5	NA						
Mathematics (114)	28.5	70.0	68.0	46.0	64.0	61.0	104.0	101.5	98.0	96.5

Table I
State University System of Florida
National Rank of Doctoral Programs
1981-82
(Continued)

Doctoral Programs & Number of Programs & Rated	Rank Needed for Upper Quartile	University of Florida Faculty Quality	University of Florida Faculty Effectiveness	University of Florida Faculty Improvement	Florida State University Faculty Quality	Florida State University Faculty Effectiveness	Florida State University Faculty Improvement	University of South Florida Faculty Quality	University of South Florida Faculty Effectiveness	University of South Florida Faculty Improvement
Music (53)	13.0				34.0	26.5	3.0*			
Microbiology (131)	33.0	36.0	36.0	7.0*						
Philosophy (77)	19.0				47.0	54.5	1.0*			
Physics (122)	30.5	57.5	52.0	7.0*	43.0	50.5	20.5*			
Physiology (94)	23.5	55.0	48.0	31.5						
Political Science(82)	20.5	52.5	58.0	48.5	45.0	40.0	7.5*			
Psychology (150)	37.5	52.5	51.5	73.5	57.5	55.0	79.5	65.0	72.0	15.5*
Sociology (82)	20.5	63.0	66.0	35.0	51.0	50.5	25.0			
Spanish (69)	17.0	61.0	57.0	65.5	64.0	65.0	58.5			
Statistics (63)	16.0	40.5	36.5	18.0	11.5*	8.0*	39.5	48.0	62.0	7.5*
Zoology (69)	17.0	18.0	27.0	6.0*				53.0	54.0	28.0

*Programs in the Upper Quartile of those rated.

Source: Chronicle of Higher Education

Ind.21

Table II
UNIVERSITIES WITH EXEMPLARY PROGRAMS
CUMULATIVE THROUGH DECEMBER, 1987

As a result of Systemwide Program Reviews, the following programs were judged to have outstanding qualities:

Programs	Universities with Exemplary Programs	Date of Review
Agriculture	UF	1985
Allied Health	UCF	1983
American Studies	USF	1985
Art Education	FSU	1984
Art History	FSU	1984
Biology	FSU	1987
Building Construction	UF	1983
Business	UF, FSU, FAMU	1984
Classics	UF	1985
Computer Science	UCF	1987
Communications	UF	1986
Dance	FSU	1984
Dentistry	UF	1985
Education	UF, FSU, USF	1985
Engineering	UF, FAU (Ocean Engineering and Electrical Engineering)	1983
English	UF, FSU	1985
Foreign Language Education	FSU	1977
Interior Design	FSU	1983
Landscape Architecture	UF	1983
Latin American Studies	UF	1985
Law	UF, FSU	1985
Library Science	FSU	1984
Mathematics	UF, FSU	1984
Music	FSU	1984
Parks and Recreation Management	FSU	1985
Pharmacy	UF	1985
Philosophy	FSU	1984
Physical Sciences	UF, FSU	1985
Psychology	FSU	1987
Public Administration	FSU	1980
Religion	FSU	1984
Statistics	UF, FSU	1984
Theatre	FSU, FAU (MFA)	1984
Urban and Regional Planning	FSU	1983
Veterinary Science	UF	1985
Visual Arts	UF (Instruction)	1984
	USF (Gallery and Graphics)	1984

TABLE III
NATIONAL ACADEMIC AWARDS/RECOGNITION

National Rank of Academic Programs by Discipline Oriented Surveys and Reviews

Program	Rank	Ranking Entity
University of Florida		
Business Administration		Quarterly Review of Economics and Business, Spring 1987
Overall	16	
Accounting	13	
Finance	19	
Marketing	21	
Mgt. Science/Op. Res.	18	
General Business	18	
Marketing	10	Marketing News, July 3, 1987
Food & Resource Economics	15 of 50	Bellock, Polopolus, and Correal
Journalism & Communications	1 (tie)	Associated Press Managing Editors Survey, September 1986
Center for Latin American Studies	2	U.S. Dept. of Education (based on funding for 1985-88)
College of Engineering	16 of 300	American Society of Engineering Education Yearbook, March 1987
College of Pharmacy	13 of 73	National Institutes of Health Funding
Department of Counselor Education	1 of 487	Counselor Education and Supervision & Journal of Multicultural Counseling and Development
Department of Special Education	3 of 81	Teacher Education and Special Education
Florida State University		
Instructional Systems	1	Survey of Professionals
Public Administration	2 of 48	Administration and Society
Economics Department	25	Journal of Economic Education
School of Library & Information Science	12 of 13	Library Quarterly
School of Social Work	13	Journal of Social Work Education

Ind.21

Program	Rank	Ranking Entity
University of South Florida		
Academic Advising	Certificate of Merit	National Academic Advising Associates, Seattle, 1986.
Department of Chemistry	12	American Chemical Society
Open University	G. Theodore Mitau Award	American Association of State Colleges & Universities
Florida Atlantic University		
Ocean Engineering	7	Gourman Report
University of West Florida		
College of Education	40	Journal of Teacher Education September-October 1986
Florida International University		
Latin-American Caribbean Center	5	Dept. of Education Study

PRIVATE AND SPONSORED FUNDING

Florida State University

MARTECH -- $750,000 in new funding, 1986-87.

U.S. Air Force -- $1 million contract--Statistics.

FSU Foundation $2.7 million raised for scholarships, professorships, and eminent scholar chairs.

NIH Jacob Javitz Neuroscience Investigator Award -- $750,000 over seven years.

Florida A&M University

Equitable Assurance Society -- $18,000 Support for actuarial science students.

Over $1.5 million in private sources realized in 1986-87 for School of Business & Industry.

Over $600,000 raised by School of Journalism, Media and Graphic Arts.

USAID -- $250,000 planning grant to College of Engineering Science, Technology and Agriculture.

Over $200,000 raised by School of Architecture's Institute for Building Sciences.

University of South Florida

Total dollar amount of permanent endowment: Over $19.9 million.

Total amount of Contracts & Grants in 1986-87: $31.4 million.

Faculty/Staff Scholarship Drive, 1987, raised $104,800 from 2,009 donors.

Sponsored Research Funds grew to $34.7 million in 1987. This is an increase of 250% from 1982 to 1987.

University of West Florida

During 1986-87 the total dollar value of contracts & grants was over $6 million.

One hundred twenty-five proposals were submitted in 1986-87, an 11% increase over 1985-86. Ninety-two projects were awarded in 1986-87, an increase of 7% over 1985-86.

University of Central Florida

$599,000 in contracts for laser beam research.

$364.000 contract to develop state competency exams.

$248,825 contract for power electronics in air conditioning technology.

Florida International University

Research funding from outside sources has increased significantly in the past several months. These grants include the following:

Over $562,000 -- Title III grant -- U.S. Dept. of Education.
$305,000 -- U.S. A.I.D. grant to Public Affairs & Services.
$756,185 -- U.S. A.I.D. grant to Criminal Justice

Gifts to the university are at an all time high.
New training funds include a contract for $625,000 with the Florida Department of Transportation.

University of North Florida

Gift of AT&T computing equipment -- $300,000.
$60,000-$75,000 donation which led to dedication of tennis complex.

University of Florida

University of Florida Student American Marketing Association is in top 5 student AMA organizations in the South. Voted Top student organization in the University.

UF Student Chapter of American Institute of Mining, Metallurgical and Petroleum Engineers received recognition as the "Outstanding TMS-AIME Student Chapter in the Nation" for 1987, for the 17th consecutive year.

1986 was sixth year in a row for UF Student Chapter of the American Institute of Chemical Engineers to receive the National Chapter of Excellence Award.

1987 was seventh year in a row for UF Student Chapter of American Nuclear Society to receive the top national award.

Orange and Blue magazine (produced by journalism students) was judged the top student-produced magazine in the country by the Society of Professional Journalists (1986).

The UF Chapter of Public Relations Student Society of America was recognized as the top chapter in the Southeast.

Florida State University

FSU classical guitar students have won first prize for seven of the past eight years in national level competition.

Best Research Presentation awards in Psychobiology were awarded to two students who presented papers at the American Association of Anatomists and the American Society of Zoologists respectively.

Two students in the Instructional Systems program won national awards.

Second and third place awards were given to two communication students at the national finals of the Cross-Examination Debate Association for their participation.

Florida A&M University

Of the 96 graduates of the School of Business and Industry, 24% graduated Cum Laude; 9.4% graduated Magna Cum Laude; and 7.3% graduated Summa Cum Laude.

FAMU Architecture graduates scored higher than the national average on the National Architectural Licensing Examination.

Florida Atlantic University

The FAU Dixieland Jazz Band was ranked number one for 1987 by the National Association of Jazz Educators.

University of West Florida

The student chapter of the Data Processing Management Association placed first in Cobol programming and systems design competition for Region 7.

The success rate of UWF accounting students in passing the CPA examination has been three to four times greater than the national average for the past several years.

During the 20 years that UWF has awarded degrees, approximately 50% of chemistry graduates have earned advanced degrees.

A student in Communication Arts won the grand prize for a documentary television program in the National Broadcasting Society's annual student competition.

University of Central Florida

A team of UCF, Computer Science majors placed second in a competition against the best college and university computer programming teams in the world in an event sponsored by the Association of Computing Machinery.

UCF student engineers won a national "walking machine" contest for their entry of their eight-legged robot named Bosworth.

Florida International University

Three FIU students won the top national prize of $5,000 in a student competition sponsored by the American Institute of Architecture Students and American Life and Accident Insurance Company.

FIU native freshmen have had a constantly high pass rate of near 100% on the CLAST exams since they were first given in 1982.

FIU accounting scores consistently rank first in the State and in the nation on Certified Public Accountant examinations.

University of North Florida

Women's tennis team won National Association of Intercollegiate Athletics national championship in 1986 and placed second in the nation in 1987.

FACULTY ACHIEVEMENTS

University of Florida

Five Fulbright recipients.
Two NIH Merit Awards for Long-Term support.
Javitz Investigator Award offerd by NINCDS.
Guggenheim Fellowship.
NSF Presidential Young Investigator Award.
Florida Scientist of the Year.
Crafoord Prize from Royal Sweedish Academy of Science (comparable to Nobel).
Leverhulme Fellowship (comparable to Guggenheim).

Florida State University

Four members, National Academy of Sciences.
Four members, American Academy of Arts and Sciences.
Sverdrup Gold Medal in Meteorology.
Aeroacoustics Award from American Institute of Aeronautics and Astronautics.
NSF Presidental Young Investigator Award.
Public Administrator of the Year named by American Society for Public Administration.

Florida A&M University

Music Department Chairman honored in his home towns of Kansas City, Kansas and Kansas City, Missouri.
National symposium on Women and Minorities in Architecture organized by faculty member.

University of South Florida

Two National Academy of Science Members.
Two Fullbright Scholars.
Pulitzer Prize winner in Journalism.
Rhodes Scholar Finalist.

Florida Atlantic University

Faculty publications:
15 books
149 journal articles or book chapters
Irwin Distinguished Marketing Educator Award from American Marketing Association.
Best Paper Award--Political Parties and Political Organizations section of the American Political Science Association.

University of West Florida

Second place winner in the National Award Program for the Teaching of Economics.
1987 Professor of the Year and Gold Medalist in the national competition by CASE.

University of Central Florida

Over 375 refereed publications, 30 books, and 450 presentations by faculty during 1986-87.
First place winner in Associated Writing Program.
Distinguished Service Award from Florida Medical Records Association.

Florida International University

Six of nine History Department faculty received major book contracts.
Two Fulbright Scholarships.
Visiting professor awarded Nobel Peace Prize in 1986.
Biological Sciences programs judged as one of strongest in the nation with a "world class" program in tropical botany.

University of North Florida

Two Fulbright Scholar Awards.

OTHER

Florida State University

FSU's Supercomputer Computations Research Institute became the nation's first recipient of the ETA-10 Supercomputer.
The Superconducting Linac Accelerator was completed and dedicated.

Florida A&M University

An Endowed Eminent Scholars Chair was established for the College of Arts and Sciences.

University of South Florida

USF's Open University is the nation's largest in operation at a single university.
New College at USF/Sarasota is recognized as one of the nation's ten best Liberal Arts Colleges.
The Suncoast Area Teacher Training program at the College of Education is recognized as one of the best teacher recruitment and training programs in the country.

Florida Atlantic University

FAU received funding to build an environmental research and teaching complex with one of the very few flowing sea water systems.

University of West Florida

The Center for University Teaching was established by the faculty for the enhancement of quality instruction at UWF. The Center is the only one of its kind in the SUS and is unique in its faculty-owned existence.

University of Central Florida

Action was taken by the National Merit Scholarship Corporation to designate UCF as a host school for National Merit Scholars--a distinction now shared by UF, FSU and USF.
UCF permanent endowment reached $7.2 million.

Florida International University

FIU is included in "Guide to the Most Prestigious Colleges" and "Guide to the Best Buys in College Education."
FIU received Level IV accreditation status from the Southern Association of Colleges and Schools.